



2006

Bridgewater State College Undergraduate/ Graduate Catalog 2006-2007

Bridgewater State College

Recommended Citation

Bridgewater State College. (2006). *Bridgewater State College Undergraduate/Graduate Catalog 2006-2007*.
Retrieved from: http://vc.bridgew.edu/bsc_catalogs/32

This item is available as part of Virtual Commons, the open-access institutional repository of Bridgewater State University, Bridgewater, Massachusetts.



Expect More. Achieve More.

BRIDGEWATER STATE COLLEGE

2006-2007

Undergraduate/Graduate

Catalog

www.bridgew.edu



This 2006-2007 Bridgewater State College
Catalog outlines programs of study.

This catalog can also be
referenced on the college's Web site at
www.bridgew.edu.

The rules, regulations, policies, fees and other charges, courses of study, and academic requirements that appear in this catalog were in effect at the time of its publication. Like everything else in this catalog, they are published for informational purposes only, and they do not constitute a contract between the college and any student, applicant for admission or other person.

Whether noted elsewhere in this catalog or not, the college reserves the right to change, eliminate, and add to any existing (and to introduce additional) rules, regulations, policies, fees and other charges, courses of study and academic requirements. Whenever it does so, the college will give as much advance notice as it considers feasible or appropriate, but it reserves the right in all cases to do so without notice.

STATEMENT OF STUDENT RESPONSIBILITY

The college catalog is made available to Bridgewater State College students. In all cases, the student bears ultimate responsibility for reading the catalog and following the academic policies and regulations of the college. A copy of the college catalog may be obtained by contacting the Admissions Office or may be viewed on the Web at www.bridgew.edu.

For the most up-to-date catalog information, including changes or corrections to curriculum, course descriptions, and tuition and fees, see the BSC Catalog Web Addenda at www.bridgew.edu/catalog/addenda/. The Web addenda should be used in conjunction with the 2006-2007 Bridgewater State College Catalog. Information in the Catalog Web Addenda supersedes the published version of this catalog.

ABOUT THE COLLEGE

As the comprehensive public college of Southeastern Massachusetts, Bridgewater State College has a responsibility to educate the residents of Southeastern Massachusetts and the commonwealth, and to use its intellectual, scientific and technological resources to support and advance the economic and cultural life of the region and the state.

While maintaining its historic focus on the preparation of teachers, Bridgewater State College provides a broad range of baccalaureate degree programs through its School of Arts and Sciences, its School of Education and Allied Studies and its School of Business. At the graduate level, the college offers the Master of Arts and Master of Science in select disciplines, as well as the Master of Arts in Teaching, the Master of Education, the Master of Public Administration, the Master of Science in Management and the Master of Social Work. In addition, Bridgewater State College prepares current and future educators for post baccalaureate and post master's licensure.

Through the extensive information technology and distance education resources available at Bridgewater State College, including the unique John Joseph Moakley Center for Technological Applications, the college has made technology an integral component of teaching and learning on campus, and seeks to become a regional center for the enhancement of teaching through technology for PreK-12 teachers and college faculty.

The college's growing number of innovative academic programs helps to ensure that Bridgewater State College students are prepared to think critically, communicate effectively and act responsibly within a context of personal and professional ethics. For example, BSC's Academic Achievement Center, and particularly its first-year advising program, is often cited as a model for other institutions to follow. At the same time, the Adrian Tinsley Program for Undergraduate Research represents an unparalleled opportunity for students to work closely with faculty mentors and to present research and creative work at regional and national conferences.

Bridgewater State College benefits greatly from Connect, its regional partnership with other public higher education institutions in the region – the University of Massachusetts at Dartmouth, Massasoit Community

College, Bristol Community College and Cape Cod Community College. Connect functions as a vehicle for coordinating the academic, administrative and development activities of public higher education in Southeastern Massachusetts, and introduces shared activities and programs among member institutions.



Mission of the College

Table of Contents

Table of Contents

About the College	1
Table of Contents	2
Academic Calendar	4
History of the College	5
COLLEGE COMPLIANCE	
POLICIES	6
ACADEMIC PROGRAMS.	10
Undergraduate	10
Graduate	11
UNDERGRADUATE ACADEMIC	
EXPERIENCE	12
The Faculty	12
Learning Resources	12
Technological Resources	14
Opportunities for Learning Beyond	
the Classroom	15
Campus Life	18
UNDERGRADUATE	
ADMISSIONS	20
Freshman Admission Requirements..	20
Transfer Admission Requirements ..	21
Joint Admission Program.....	22
Commonwealth Transfer Compact..	22
Decision and Notification Dates	23
Reinstatement and Readmission	23
International Admissions	24
Program for Registered Nurses	24
New England Regional Student	
Program	24
Advanced Standing	24
Advanced Placement Program.....	24
College-Level Examination Program	
(CLEP)	24
Second Degree Option	25
TUITION AND FEES	27
Application Fees	27
Tuition and Fees	27
Semester Residence Hall and	
Dining Charges.....	28
Tuition and Fees Summary	29
Tuition Management Plan.....	31
Refund Policy	31
Return of Financial Aid Policy.....	32
FINANCIAL AID	33
Satisfactory Academic Progress and	
Student Financial Aid	33
Student Employment	34
Alumni Scholarships	34
Graduate Assistantships	35
Other Scholarships.....	35
Veterans' Affairs.....	35
ROTC Programs	35

UNDERGRADUATE ACADEMIC	
PROGRAMS	36
Bachelor of Arts/Bachelor of Science...	36
Bachelor of Science in Education....	36
Major	36
Double Major	37
Concentration	37
Minor.....	38
Core Curriculum Requirements	39
Directed Study.....	43
Internship, Practicum, Field	
Experience	43
Honors Program	44
Commonwealth Honors	44
Departmental Honors	46
Scholarships.....	46
Honors Center	46
Honors Program Dinner.....	46
Honor Societies.....	46
Interdisciplinary Programs.....	46
UNDERGRADUATE ACADEMIC	
POLICIES	47
Academic Integrity	47
Academic Standards	48
Academic Probation.....	48
Academic Separation.....	48
Dismissal Policies	48
Satisfactory Academic Progress	48
Awarding of Undergraduate Degrees	48
Commencement Ceremony.....	48
Degree Application	48
Graduation Requirements	49
Graduation with Honors.....	50
Grading System	50
Audit	50
Change of Grade	51
Dean's List	51
Grade Point Average.....	51
Incomplete	51
Mid-Semester Warning Notices...	51
Repeat Courses	51
Registration and Enrollment Policies	52
Attendance Policy	52
Change/Declaration of	
Concentration.....	52
Change/Declaration of Major for	
Freshmen	52
Change of Major for	
Upperclassmen	52
Change/Declaration of Minor.....	52
Classification Designation	52
Course Audit	53
Course Drops and Adds.....	53

Course Loads	53
Credit by Examination.....	53
Intercollegiate Athletics Eligibility	53
Leave of Absence.....	54
Make-up Tests and Examinations ..	54
Prerequisites	54
Registration	54
Transfer of Credit after Admission	54
Withdrawal from the College	55
Withdrawal from Courses following	
the Drop/Add Period.....	55
SCHOOL OF GRADUATE	
STUDIES	56
General Policies and Procedures	56
Academic Integrity	56
Academic Dismissal.....	57
Academic Probation.....	58
Academic Standing for Graduate	
Students	
Change of Grade	58
Change of Name and/or Address	58
Comprehensive Examination	58
Continuation or Interruption of	
Course Registration.....	58
Course Drops and Adds.....	58
Course Loads	59
Course Registration.....	59
Deadlines.....	59
Grading System.....	59
Graduate and Undergraduate	
Credit	60
Graduate Assistantships	60
Graduate Research Assistantship ..	60
Graduation Application	60
Graduation Dates	60
Graduation Requirements	60
Incomplete	61
Independent or Directed Study ...	61
Program and Course Prerequisites	61
Research.....	61
Satisfactory or Reasonable Progress	61
Statute of Limitations-Program	
and Courses	61
Thesis	61
Transfer Credit.....	62
Withdrawal from courses.....	63
Withdrawal from the College	63
Graduate Programs	63
Master of Arts	63
Master of Arts in Teaching	63
Master of Education.....	63
Master of Public Administration ..	64
Master of Science.....	64

Table of Contents

Master of Science in Management	64	Department of Anthropology	75	CAGS in Education	182
Master of Social Work	64	Department of Art	78	Collaborative CAGS/EdD Program	182
Certificate of Advanced Graduate Study	64	Department of Biological Sciences	82	Department of Counselor Education	183
Doctor of Education	64	Department of Chemical Sciences	89	Department of Elementary and Early Childhood Education	192
Post-Baccalaureate Licensure Programs	64	Department of Communication Studies	92	Department of Movement Arts, Health Promotion and Leisure Studies	201
Post-Master's Licensure Programs	64	Department of Criminal Justice	94	Department of Secondary Education and Professional Programs	214
Programs for Educational Personnel	64	Department of Earth Sciences	98	Undergraduate Programs	214
Graduate Certificate Programs	65	Department of English	102	Graduate Programs	217
GRADUATE ADMISSIONS	65	Department of Foreign Languages	107	Accelerated Post Baccalaureate Program (APB)	217
Admission Standards	65	Department of Geography	110	Master of Arts in Teaching	218
Post-Baccalaureate Licensure Programs	65	Department of History	113	Educational Leadership	219
Accelerated Post-Baccalaureate Licensure Programs	65	Department of Mathematics and Computer Science	121	Library Media Graduate Program	222
Master of Arts in Teaching	66	Department of Music	126	Instructional Technology Graduate Program	222
Master's Degree Programs	66	Department of Philosophy	131	Department of Special Education and Communication Disorders	224
CAGS and Post Master's Licensure Programs	67	Department of Physics	133	INTERDISCIPLINARY AND PREPROFESSIONAL PROGRAMS	232
Application Procedures	67	Department of Political Science	137	COURSE DESCRIPTIONS	243
International Student Admission Requirements	69	Department of Psychology	142	Course Numbering System	243
Admission Decisions	69	Department of Social Work	147	Core Curriculum Notations	243
Action by the Department	69	Department of Sociology	152	Prerequisite Notations	243
Action by the Educator Licensure Office	69	Department of Theater and Dance	156	Semester Notations	243
Action by the School of Graduate Studies	69	SCHOOL OF BUSINESS	160	Former Course Number Notations	243
Change in Program	69	Department of Accounting and Finance	162	Cross-Listed Courses	243
Graduate Advisers and Graduate Program Planning	69	Department of Aviation Science	166	Meeting Times	243
GRADUATE PROGRAM REQUIREMENTS	70	Department of Economics	168	CORE CURRICULUM COURSE NOTATIONS	244
Master of Arts	70	Department of Management	170	KEY	244
Master of Arts in Teaching	70	SCHOOL OF EDUCATION AND ALLIED STUDIES	175	COURSE DESCRIPTIONS	246
Master of Education	70	Undergraduate Programs	176	Board of Trustees	427
Master of Public Administration	70	Post Baccalaureate, Graduate and Post Master's Programs	177	Officers of the College	428
Master of Science	70	Licensure of Educational Personnel	177	Administrative and Other College Offices	429
Master of Science in Management	70	Admission to and Retention in Professional Education Programs—Undergraduate Students	178	Faculty	432
Master of Social Work	71	Admission to and Retention in Professional Education Programs..178		Librarians	443
Certificate of Advanced Graduate Study	71	Post Baccalaureate/Graduate Students	179	Index	444
Collaborative CAGS/EdD Program	71	Admission to Retention in and Exit from Professional Education Programs – MAT, MEd, CAGS	180	Map	448
SCHOOL OF ARTS AND SCIENCES	72	MEd PreK-12 Education (For Educators in Non-U.S. Settings)	181	Accreditation's and Certifications	Inside back cover
Undergraduate Programs	73				
Graduate Programs	74				

ACADEMIC CALENDAR

The regular academic year consists of two semesters (fall and spring) of approximately 15 weeks each. The college also holds two summer sessions of approximately five weeks each.

FALL SEMESTER – 2006

September

- 4 (Monday) Labor Day – No classes
- 6 (Wednesday) Fall classes begin
- 20 (Wednesday) Senior Convocation
(12:20 PM classes only are cancelled)

October

- 9 (Monday) Columbus Day – No classes
- 24 (Tuesday) End of first quarter
- 25 (Wednesday) Beginning of second quarter

November

- 8 (Wednesday) Friday schedule of classes
(Wednesday classes will not meet on 11/8)
- 10 (Friday) Veterans' Day – No classes
- 22 (Wednesday) Thanksgiving recess begins at the
close of Day classes.
Evening classes will not be held
- 27 (Monday) Classes resume

December

- 12 (Tuesday) Tuesday evening class final exam
- 13 (Wednesday) Fall semester day classes end
- 14 (Thursday) Reading Day (Day classes only);
Thursday evening class final exam
- 15 (Friday) Fall semester day final exams begin
- 18 (Monday) Monday evening class final exam
- 20 (Wednesday) Wednesday evening class final exam
- 21 (Thursday) Fall semester day final exams end

SPRING SEMESTER – 2007

January

- 15 (Monday) Martin Luther King, Jr. Day –
No classes
- 17 (Wednesday) Spring classes begin
- 26 (Friday) Winter Commencement

February

- 19 (Monday) Presidents' Day – No classes
- 21 (Wednesday) Monday schedule of classes
(Wednesday classes will not meet on 2/21)

March

- 6 (Tuesday) End of third quarter
- 7 (Wednesday) Beginning of fourth quarter
- 12 (Monday) Spring break begins
- 23 (Friday) Spring break ends
- 26 (Monday) Classes resume

April

- 16 (Monday) Patriot's Day – No classes

May

- 3 (Thursday) Thursday evening class final exam
- 7 (Monday) Spring semester day classes end
- 8 (Tuesday) Reading Day (Day classes only);
Tuesday evening class final exam
- 9 (Wednesday) Spring semester day final exams
begin; Wednesday evening class final exam
- 14 (Monday) Monday evening class final exam
- 15 (Tuesday) Spring semester day final exams end
- 19 (Saturday) Spring Commencement

SUMMER SEMESTER – 2007

May

- 29 (Tuesday) Summer Session I classes begin

July

- 2 (Monday) Summer Session I classes end

July

- 9 (Monday) Summer Session II classes begin

August

- 10 (Friday) Summer Session II classes end

HISTORY OF THE COLLEGE

Bridgewater State College has grown from its first home – a single room in the basement of Bridgewater Town Hall in 1840 – to become the largest of the nine Massachusetts State Colleges and the fourth largest of the 29 public colleges and universities in the commonwealth.

More than 9,700 full-time and part-time undergraduate and graduate students are enrolled at the college; the full-time faculty numbers 278, which represents a net gain of 27 since fall 2002; and more than 90 undergraduate and graduate programs are offered by the college's four schools (School of Arts and Sciences, School of Education and Allied Studies, School of Business and School of Graduate Studies). The college's physical plant of 235 acres includes 34 academic, administrative and residential buildings.

Alumni and friends have raised more than \$13 million to support faculty and student research, a myriad of undergraduate and graduate scholarships, international study opportunities and award-winning publications. These private investments complement growing levels of public support for the institution. In recent years, the college has committed \$2.3 million for classroom upgrades and \$7 million for an extensive library renovation. Two new 400-bed residence halls and a significant renovation and expansion of the campus' science building are scheduled for completion by the end of the decade.

Vital to the long-term success of the institution is its recognition throughout the state and nation as an educational leader in the use of technology to improve teaching and learning. The first step in that direction took place in 1992, when Bridgewater State College secured a \$10-million federal grant – at the time, the largest federal grant ever awarded to a state college in the United States – to build what has become the John Joseph Moakley Center for Technological Applications. Today, all incoming students are required to carry and use notebook computers. For two consecutive years, *Yahoo! Internet Life* magazine named Bridgewater State College among the “100 Most-Wired Universities and Colleges in America,” and the college earned the number six spot on Intel Corporation's “Most Unwired College Campuses Survey” in 2005.

Together, these developments have combined to strengthen the college's academic mission and expand its public service role. They were built on a series of initiatives that trace back to 1960, a watershed year in the life of the college. It was then that the college began making a full-scale transition from an exclusively

teacher-training institution to a comprehensive liberal arts college, offering students a variety of academic disciplines at the undergraduate and graduate level.

Until that time, the college had been relatively small – approximately 500 students – but enjoyed a national and international reputation for excellence in teacher preparation. The preparation of the next generation of quality teachers remains a top priority for Bridgewater State College, as evidenced by the institution's celebration of 50 years of accreditation by the National Council for Accreditation of Teacher Education.

During its time as a normal school, countless faculty and administrators nurtured the school carefully despite varying degrees of support from the state and overcame a host of difficult and sometimes dire situations, including a disastrous fire in 1924 that destroyed several of the few buildings that existed on the campus at that time.

While the college's earliest years were times of great challenge, the efforts never flagged to continue strengthening the curriculum, and each succeeding generation left Bridgewater State College stronger than the generation that went before. The thriving and dynamic institution we see today is the best evidence of the success of that enduring commitment.

The material which follows includes a summary of the federal and state legal requirements and specific college policies related to nondiscrimination, harassment, hazing, alcohol and drug policies, safety and security measures and confidentiality of student records. For a copy of the complete policy statements or further information, please contact the appropriate office as indicated in each policy section.

POLICY ON NONDISCRIMINATION AND AFFIRMATIVE ACTION

Bridgewater State College does not discriminate in admission to or access to, or treatment or employment in, any of its educational programs or activities, including scholarships, loans and athletics, on basis of race, creed, religion, color, gender, marital status, age, sexual orientation, national origin, veteran status or disability. The college complies with executive orders 11246 and 11375 as amended; the Civil Rights Act of 1964 as amended; the Civil Rights Restoration Act of 1988; the Civil Rights Act of 1991; Title IX of the Higher Education Amendments of 1972 as amended; Sections 503 and 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990; Section 402 of the Vietnam Era Veterans Readjustment Assistance Act of 1974; and pertinent laws, regulations and executive orders; directive of the Higher Education Coordinating Council; the Boards of Trustees of the Massachusetts State Colleges and the Commonwealth of Massachusetts, and other applicable local, state and federal statutes.

Anyone believing that he or she has experienced discrimination and/or adverse treatment may register a complaint with the Office of Affirmative Action, Boyden Hall 226 508.531.1241; the vice president for student affairs, Boyden Hall 106 508.531.1276, TTY 508.531.1384; or write to the Office for Civil Rights, Washington, D.C.

For specific information regarding college policies related to racial harassment, sexual harassment or disabilities discrimination, please contact the Office of Affirmative Action, Minority Affairs and Equal Opportunity, the Office of Student Affairs or refer to the *Bridgewater State College Handbook*.

CONFIDENTIALITY OF STUDENT RECORDS

Bridgewater State College complies with the Family Educational Rights and Privacy Act (FERPA) of 1974 which governs access to and release of information contained in student education records. Students have the right to review their education records, request the

amendment of their records if they believe that inaccuracies exist, and consent to disclosures of personally identifiable information contained in their records. Students also have the right to file written complaints with the U.S. Department of Education, Family Policy Compliance Office, concerning alleged violations of this act. Additional information regarding this act may be found in the *Bridgewater State College Handbook* and on the Web (www.bridgew.edu/registrar). For specific questions, please contact the Registrar's Office, Boyden Hall 003.

THE JEANNE CLERY DISCLOSURE OF CAMPUS SECURITY POLICY AND CAMPUS CRIME STATISTICS ACT

Bridgewater State College complies with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act, a federal law that requires colleges and universities across the United States to disclose information about crime on and around their campuses.

Annual Report

Colleges have to publish an annual report every year by October 1 that contains three years of campus crime statistics and also certain security policy statements including sexual assault policies, the law enforcement authority of campus police, and where students should go to report crimes. These statistics and policy statements are published annually in the *Bridgewater State College Student Handbook*.

Crime Statistics

Colleges must disclose crime statistics for the campus, public areas immediately adjacent to the campus, and certain non-campus facilities including Greek housing and remote housing. The statistics must be gathered from campus and local police, and college officials that have "significant responsibility for student and campus activities."

Access to Timely Information

Colleges are also required to provide "timely warnings" and a separate but more extensive public crime log. The Bridgewater State College Police Department issues "Campus Safety Alert Bulletins" whenever a major crime or other significant incident may potentially affect the safety or security of the campus community. The Department also maintains a daily police log that is accessible to the public. The police log and any "Campus Safety Alert Bulletins" that are issued are also provided for publication in the college newspaper, *The Comment*.

HAZING

Hazing is unlawful in Massachusetts. Bridgewater State College supports the law. Hazing means "...any conduct or method of initiation into any student organization, whether on public or private property, which willfully or recklessly endangers the physical or mental health of any student or other person." Any person who is a principal organizer or participant in the crime of hazing shall be punishable by a fine of not more than \$3,000 or by imprisonment in a house of correction for not more than one year, or by both such fine and imprisonment. Please refer to the *Bridgewater State College Handbook* for the complete college policy statement on hazing.

INAPPROPRIATE BEHAVIORS THAT COMPROMISE THE SAFETY AND SECURITY OF BRIDGEWATER STATE COLLEGE THAT WILL NOT BE TOLERATED

The following list of inappropriate behaviors are those leading to the student's suspension or dismissal from Bridgewater State College once a determination of responsibility has been made. Immediate interim suspension pending a hearing will occur whenever the accused student is deemed a safety threat.

Serious acts against persons, including, but not limited to:

- hate crimes
- murder
- physical assault
- rape or other sexual assault
- stalking

Serious acts against property, including, but not limited to:

- arson
- destruction of property including computer data
- illegal occupation of a building

Possession or discharge of illegal weapons.

Illegal alcohol or drug distribution.

Seriously jeopardizing the safety and lives of others, including, but not limited to:

- creating or false reporting of bombs
- hazing
- inciting a riot
- resisting arrest
- tampering with fire or safety equipment including pulling a false fire alarm
- driving under the influence of alcohol or drugs.

For information on the college conduct code and judicial process, please refer to the *Bridgewater State College Student Handbook* or contact the Office of Student Affairs, Boyden Hall 106.

THE MASSACHUSETTS CLEAN INDOOR ACT (MASSACHUSETTS GENERAL LAWS, CHAPTER 270, SECT. 22)

The Massachusetts Clean Indoor Air Act requires that smoking be prohibited at colleges within the commonwealth except in areas designated by the college as smoking areas. Effective January 1, 1993, the college became smoke free. All indoor smoking is prohibited. Students and employees interested in participating in smoking cessation programs may obtain information from the Office of Health Services, Tillinghast Hall 001; or the Office of Human Resources, Boyden 103.

DRUG-FREE SCHOOLS AND COMMUNITIES ACT AMENDMENTS OF 1989

In compliance with the Drug-Free Schools and Communities Act Amendments of 1989, Bridgewater State College has adopted and implemented programs to prevent the unlawful possession, use or distribution of illicit drugs and alcohol by students and employees.

College policy prohibits the possession, consumption, storage or service of alcohol by students and/or their guests, except by persons 21 years of age or older who are in transit to (not being consumed, stored or served) or at approved or licensed locations, such as the Great Hill Student Apartments and within the limits of state and local laws and college policy.

The unlawful possession, use or distribution of illegal drugs on college property or at college activities is also prohibited. Sanctions are imposed by the college on students and employees who violate the college alcohol and drug policy.

For information on specific college policies pertaining to alcohol and illegal drugs, sanctions for violations of the alcohol and drug policy, campus resources and referral agencies, please refer to the *Bridgewater State College Student Handbook* or contact the Office of Student Affairs, Boyden Hall 106; the Alcohol/Drug Program, Tillinghast Hall 010; or the Office of Human Resources, Boyden Hall 103.

VOTER REGISTRATION ACT

(Massachusetts General Laws, Chapter 51, Sect. 42E)

The law requires all colleges to make available voter registration forms to all students enrolled in a degree or certificate program and physically in attendance at the institution. Massachusetts residents will find such forms at the Bridgewater State College Web page (www.bridgew.edu – Click on BSC Students) and at the Campus Center Information Booth. Out-of-state students who want to vote in their home state must use either a mail-in form supplied by an election official in the home state or the federal mail-in affidavit of voter registration. The latter may be obtained by writing or calling the Massachusetts Elections Division, Room 1705, McCormack Building, One Ashburton Place, Boston, MA 02108 617.727.2828 or 1.800.462.8683, through the BSC Web site listed above or through www.state.ma.us/sec/elestu/stuidx.htm.

STUDENT RIGHT TO KNOW – DISCLOSURE OF INSTITUTIONAL GRADUATION RATES

Bridgewater State College is pleased to provide the following information regarding our institution's graduation rates. The information is provided in compliance with the Higher Education Act of 1965, as amended.

During the fall semester of 1999, a cohort of 1,079 first-time, full-time, degree-seeking undergraduate students entered Bridgewater State College. After six years (as of August 31, 2005), 48% of these students had graduated from our institution. The 4-year average graduation rate (for Fall 1996 through Fall 1999 cohorts) is 48%.

The most updated information regarding the college's graduation rates is available at www.bridgew.edu/depts/ir/keyelements.cfm.

While reviewing this information, please bear in mind:

The graduation rate is based on students who completed the bachelor's program within 6 years (150% of normal time).

The graduation rate does not include students who transferred to other higher education institutions or interrupted their course of study (e.g., students on leave, students who left school to serve in the armed forces, official church mission, or the foreign service of the federal government, or students who are deceased or permanently disabled and thus unable to return to school).

For specific questions regarding graduation rates, please contact the Office of Institutional Research and Assessment, Boyden Hall, room 206.

TEACHER PREPARATION PROGRAMS AND EDUCATOR LICENSURE TEST PASS RATES

Bridgewater State College offers 19 undergraduate and post baccalaureate programs leading to initial licensure. All candidates enrolled in teacher-licensure programs must have a major in an Arts and Sciences discipline in addition to their education course sequence, and all candidates are exposed to actual K-12 classrooms throughout their teacher preparation program. Bridgewater's School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE). All of the college's educator preparation programs are approved by the Massachusetts Department of Education, and 22 programs are approved at the national level by recognized professional organizations.

Total number of students enrolled in teacher preparation, all specializations, in academic year 2003-2004:	1692
Number of students in supervised student teaching in academic year 2004-2005	370
Number of faculty members who supervised student teachers:	
Full-time faculty in professional education:	28
Part-time faculty in professional education but full-time in the institution:	7
Part-time faculty in professional education, not otherwise employed by the institution:	59
Total faculty student teaching supervisors:	94
Student teacher/faculty ratio:	3.93
The average number of student teaching hours per week:	30
The total number of weeks of supervised student teaching required:	15
Average total number of hours required:	450

To be licensed to teach in Massachusetts, candidates must pass three educator licensure tests: a communication and literacy skills battery (reading and writing) and a test in their academic content area. The table below reports pass rates for each of the tests required for teacher licensure.

**Massachusetts Tests for Educator Licensure (MTEL™)
Annual Institution Report**

Program Year: 2004-2005

Number of Program Completers: 361

Test Test Field/Category	Institution			State-wide
	Number Tested	Number Passed	Pass Rate	Pass Rate
Basic Skills				
CommLit Reading	343	342	100%	100%
CommLit Writing	344	342	99%	99%
Aggregate	345	343	99%	99%
Academic Content Areas				
013 Biology	8	—	—	95%
012 Chemistry	5	—	—	87%
046 Dance	1	—	—	100%
002 Early Childhood	41	41	100%	96%
014 Earth Science	1	—	—	88%
007 English	31	31	100%	99%
090 Found. of Reading	206	187	91%	96%
003 General Curriculum	170	170	100%	99%
006 History	22	21	95%	97%
009 Mathematics	20	20	100%	100%
047 Middle School Mathematics	12	12	100%	98%
016 Music	4	—	—	100%
022 Physical Education	13	13	100%	99%
028 Spanish	3	—	—	93%
045 Theater	1	—	—	86%
017 Visual Art	9	—	—	97%
Other Content Areas				
021 Health Education	2	—	—	100%
Aggregate	2	—	—	100%
Teaching Special Populations				
025 Moderate Disabilities	1	—	—	100%
Aggregate	1	—	—	100%
Summary Totals and Pass Rate				
	356	334	94%	96%

ACADEMIC PROGRAMS

UNDERGRADUATE MAJORS

Thirty undergraduate majors are currently offered. For more detailed information, see requirements listed in the appropriate department of this catalog.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4:00 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

ACCOUNTING AND FINANCE

Concentrations:

- Accounting
- Finance

ANTHROPOLOGY

Concentrations:

- Cultural Anthropology
- General Anthropology
- Public Archaeology

ART

Concentrations:

- Art Education
- Art History
- Crafts
- Fine Arts
- Graphic Design
- Photography

AVIATION SCIENCE

Concentrations:

- Aviation Management
- Flight Training

BIOLOGY

Concentrations:

- Biomedical/Molecular Biology
- Environmental Biology
- General Biology

BUSINESS—see Management and Accounting and Finance

CHEMISTRY

Concentrations:

- Biochemistry
- Environmental Chemistry
- Professional Chemistry

CHEMISTRY-GEOLOGY

COMMUNICATION ARTS AND SCIENCES

Concentrations:

- Communication Studies
- Dance Education
- Theater Arts
- Theater Education

COMPUTER SCIENCE

CRIMINAL JUSTICE

EARLY CHILDHOOD EDUCATION

Concentration:

- Early Education and Care (PreK-K)

EARTH SCIENCES

Concentrations:

- General
- Environmental Geosciences
- Geology

ECONOMICS

ELEMENTARY EDUCATION

ENGLISH

Concentrations:

- English Education (High School, Middle School)
- Writing

GEOGRAPHY

HEALTH EDUCATION

HISTORY

Concentration:

- Military History

MANAGEMENT

Concentrations:

- General Management (Human Resources, Operations)
- Energy and Environmental Resources Management
- Global Management
- Information Systems Management
- Marketing
- Transportation

MATHEMATICS

MUSIC

Concentration:

- Music Education

PHILOSOPHY

Concentration:

- Applied Ethics

PHYSICAL EDUCATION

Concentrations:

- Athletic Training Education Program (ATEP)
- Coaching
- Exercise Science/Health Fitness
- Motor Development Therapy/Adapted Physical Education
- Recreation
- Recreation and Fitness Club Administration
- Teacher Licensure available in:
 - Physical Education (PreK-8)
 - Physical Education (5-12)

PHYSICS

Concentrations:

- General Physics
- Professional Physics

POLITICAL SCIENCE

Concentrations:

- American Politics
- International Affairs
- Legal Studies
- Public Administration

PSYCHOLOGY

Concentrations:

- Child Psychology
- Industrial and Organizational Psychology
- Medical and Health Psychology

SOCIAL WORK

SOCIOLOGY

Concentrations:

- City, Community and Region
- Education
- Global Studies
- Third World Studies

SPANISH

SPECIAL EDUCATION

Concentration:

- Communication Disorders

GRADUATE PROGRAMS

For complete information about graduate degrees and concentrations see the *School of Graduate Studies* section of this catalog.

Post Baccalaureate Licensure

- Early Childhood Education
- Educational Leadership
- Elementary Education
- Health (Health, Family and Consumer Sciences)
- Physical Education
- Secondary Education (Middle School/High School/PreK-12 Specialist)
- Special Education

Master of Arts (MA)

- English
- Concentration: Creative Writing
- Psychology

Master of Arts in Teaching (MAT)

- Biology
- Creative Arts
- English
- General Science
- History
- Mathematics
- Music Education
- Physical Science
- Physics

Master of Education (MEd)

- Counseling

Early Childhood Education

Educational Leadership

Elementary Education

Health Promotion

Instructional Technology

PreK-12 Education (For Educators in non-U.S. settings)

Reading

Special Education

Master of Public Administration (MPA)

Concentrations:

- Financial Administration
- Municipal and Regional Development and Management
- Nonprofit Administration

Master of Science (MS)

Computer Science

Criminal Justice

Concentrations:

- Administration of Justice
- Crime and Corrections

Physical Education

Concentrations:

- Adapted Physical Education
- Applied Kinesiology
- Athletic Training
- Human Performance and Health Fitness
- Strength and Conditioning

Master of Science in Management (MS)

Concentrations:

- Accounting
- Marketing
- Organizational Development
- Technology Management

Master of Social Work (MSW)

Post Master's Licensure

- Instructional Technology
- School Guidance Counseling

Certificate of Advanced Graduate Study (CAGS)

- Educational Leadership
- Mental Health Counseling
- Reading
- School Guidance Counseling

Doctor of Education (EdD)

- Educational Leadership
- Reading

(Collaborative program with the University of Massachusetts - Lowell)

THE UNDERGRADUATE ACADEMIC EXPERIENCE

A diverse array of academic programs, close association with a superb faculty, extensive online and technological resources, opportunities to learn and grow outside of the classroom, and a supportive network of advisers and counselors are the key elements of the academic environment at Bridgewater State College.

A wide variety of service-learning, study abroad, cultural and social activities complement the learning process and add rich dimensions to the total academic experience.

The college is committed to fostering student success. Faculty and staff strive to help each student work to achieve her or his full potential. The college's long tradition of academic excellence is built upon a foundation of challenging studies, an intellectually stimulating atmosphere, and a tradition of community service and partnership.

Rapid advances in technology have created new opportunities for learning and require new skills in the ability to assimilate complex ideas. Bridgewater State College's undergraduate program provides fundamental knowledge in different areas of study as well as specialized, in-depth knowledge and skills in a major area. Each student acquires the knowledge and skills to communicate effectively, think logically, work quantitatively, and evaluate and assimilate information from a variety of sources. These skills are critically important to a life of learning and personal and professional growth.

The core of the Bridgewater State College academic experience is the study of liberal arts. Every student, regardless of major, completes the core curriculum – a general course of study that provides a foundation for studies in each major. Distribution requirements include fine and performing arts, humanities, natural sciences and social/behavioral sciences. Most of the core curriculum is completed during the first two years of college, with the last two years focused on the major field of study.

Emphasis is placed on reading, writing and oral communication skills. Business executives rank proficiency in communication as the most important skill an employee can possess. The ability to collect and integrate information, organize one's ideas, express these ideas

logically and clearly, and respond to the ideas of others is rooted in language skills.

The college has a rich and varied array of majors, minors and program options. For the undergraduate student, there is a broad spectrum of more than 100 such possibilities.

THE FACULTY

Bridgewater State College has an outstanding faculty of women and men who are dedicated to teaching as a career, not just a vocation. Bridgewater State College professors are nationally recognized for their expertise in their fields of study. Ninety-one percent hold terminal degrees in their fields and many faculty members serve as consultants and advisers to corporations, non-profit organizations, school systems and government agencies. Other faculty provide leadership to professional societies and conduct pioneering research in their respective fields. Students may work closely with faculty through a variety of means including internships, undergraduate research or the Honors Program.

LEARNING RESOURCES

CLEMENT C. MAXWELL LIBRARY

Conveniently located on West Campus, the Maxwell Library is a hub of activity. Not only does the library house a number of academic and administrative departments, faculty offices and classrooms, it also provides a variety of information resources and electronic tools for student and faculty use in a comfortable and inviting environment. Open more than 90 hours each week, the library is staffed by highly qualified professionals and support personnel skilled at satisfying reference and research needs.

The library's core collection of print, electronic and microformat materials is complemented by a substantial collection of videos, DVDs and compact discs. Students and faculty can discover the wealth of books, newspapers, periodicals, sound recordings and movie titles using the library's online public access catalog, Webster. With approximately 300,000 volumes, more than 1,700 periodical subscriptions and nearly 100 electronic bibliographic and full-text article databases, the library provides students and faculty with access to a breadth of information sources supporting their classroom and research needs. The library is dedicated to providing resources in all subject disciplines taught by the college's faculty.

Because the library has both hard-wired and wireless networks, students can work anywhere in the building using their notebook computers. They can also use the desktop computers housed in the library to search the catalog and Web site, <http://www.bridgew.edu/library>. Since most of these computers include a suite of applications such as Microsoft Word and Excel, students can find information resources and complete their course assignments at the same time. The library is a dynamic learning place.

THE ACADEMIC ACHIEVEMENT CENTER

The Academic Achievement Center houses a variety of programs and services that support the adjustment to college and the academic success of students. The Academic Achievement Center is located on the ground floor of the Maxwell Library and includes the following programs:

The Haughey Academic Advising Program

The advising program serves freshmen and all other students who have yet to declare an academic major. Freshmen are introduced to the advising program during orientation and participate in a number of group and individual advising sessions throughout the academic year. The focus of the advising program is on helping each student plan a program of study and make a successful and happy transition to college life.

Enrichment Program

A variety of services is available to help strengthen those skills most essential to effective learning both in college and throughout life.

The program is based on the college's commitment to provide students with every opportunity to build upon strengths they have while correcting any deficiencies. This assistance is provided through specialized courses in English and mathematics and through resources such as Studying and Research Services, the Writing Studio, Mathematics Services, Communication Laboratory, Second Language Services and Disability Resources. Tutorial assistance is also provided.

Students needing assistance may be referred by faculty or staff. A student may also request special help, which the college may provide.

INTRODUCTORY COLLEGE SKILLS

Courses – Students may be assigned to a class or to Introductory College Skills courses as a result of a review of the students' high school records, SAT scores and

performance on various placement examinations generally given during Freshman Orientation. A student may also request this assistance, which the college is pleased to provide.

The course or courses will be graded on a satisfactory/unsatisfactory basis and will not be calculated in the student's cumulative quality point average. Students assigned to any of these courses must complete the course successfully before attempting any other course in that area. The credit earned in any Introductory College Skills course may not be used to satisfy Core Curriculum Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.

***FRSK 100 Introductory College Skills: Intrusive Advising** – A specialized learning/advising program for freshmen offered by the Academic Achievement Center and conducted in a small group setting. Students who wish further information about this course should contact the Academic Achievement Center.

***FRSK 101 Introductory College Skills: Writing** – The course will consist of an intensive review of basic communication skills, chiefly those of reading and writing. Students who wish further information about this course should consult with the chairperson of the English department or the Academic Achievement Center.

***FRSK 102 Introductory College Skills: Mathematics** – Fundamental principles of algebra and geometry. Students who wish further information about this course should consult with the chairperson of the Department of Mathematics and Computer Science, or the Mathematics Laboratory director, or the director of the Academic Achievement Center.

**The credits earned in these particular courses may not be used to satisfy Core Curriculum Requirements, nor may they be applied toward the minimum number of credits required for graduation in any major.*

Learning Assistance Services – Students may receive assistance through the following services offered in the Academic Achievement Center:

Communication Lab – Students are assisted with preparation of oral presentations through services that teach strategies for topic selection, outline development and research, as well as through opportunities for presentation practice.

Mathematics Services – Students participate in individual or small-group tutoring and have access to a variety of video and computer materials to support mastery of mathematics concepts and skills.

Studying and Research Services – Students are helped to develop strategies for managing the demands of college courses and skills for completing demanding course assignments.

Writing Studio – Students are provided individualized assistance to strengthen skills at all stages of the writing process.

CONTINUING AND DISTANCE EDUCATION

The Office of Continuing and Distance Education works closely with the academic schools to provide credit courses offered after 4:30 PM, off campus or on weekends, during intersession and during the summer. The office is responsible for all undergraduate and graduate courses offered via distance learning. Continuing and Distance Education also provides non-credit on-line courses and certificate programs.

Continuing Education opportunities are available for anyone who wishes to further their own knowledge, gain professional expertise or for their own personal enjoyment. For more information, contact the Continuing and Distance Education Office at 508.531.6145 or visit the web site at www.bridgew.edu/CDE.

DEPARTMENTAL RESOURCES

The college offers extensive computer facilities for instructional purposes and resources that range from a Zeiss Electron Microscope in the Department of Biological Sciences and an astronomy observatory in the Department of Physics to a writing studio offered by the Department of English.

Facilities for weaving, ceramics, sculpture and painting are available in the Department of Art. A new flight simulator is provided in the Department of Aviation Science. These and many other resources support the educational mission of the college and ensure that Bridgewater State College students can learn and apply contemporary knowledge and skills.

DISABILITY RESOURCES

In compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973, Bridgewater State College is committed to making its facilities, services, and programs accessible

to all students. The staff of the Disability Resources Office assists students who have documented physical, psychological, and/or learning disabilities through the use of reasonable accommodations. To this end, accommodations are determined individually based on the student's documentation and are designed to ameliorate the student's functional limitations. Students whose primary disability is physical or psychological or who have multiple disabilities must make an appointment to see the disability resource coordinator. Those students whose primary disability is learning disabilities or attention deficit disorder must make an appointment to see the learning disabilities specialist. Disability Resources is located in the Academic Achievement Center in the Maxwell Library 508.531.1214 or 508.531.6113 TTY.

TECHNOLOGICAL RESOURCES

Bridgewater State College strives to remain in the forefront of educational technology. A wireless network across campus, an array of technology-enhanced courses, classroom and laboratories that integrate technology, a robust residence network service, and a program for student notebook computers combine to give Bridgewater State College students an advantage in our technologically based society.

THE COMPUTER NOTEBOOK PROGRAM

The college's computer notebook program, initiated in fall 2004, builds upon the college's strengths in technology to engage all students at Bridgewater State College in a technology-rich educational experience and to help students develop skills that will be invaluable before and after graduation. Students can access the Internet using the college's wireless network, find and view course information and communicate with their classmates, and stay connected at home to keep up on e-mail and homework.

Beginning with freshmen entering in the Fall of 2004 and applying to all subsequent entering classes, the college requires new full-time undergraduate students to own a notebook computer. This policy also applies to full-time transfer students whose accumulated credits place them in a graduating class for which notebooks are required. Students may purchase a computer on their own that meets the minimum specifications or may purchase their notebook through the college's agreement with a selected vendor offering competitive prices and the standard suite of office software. More information about the notebook program can be found at <http://notebooks.bridgew.edu/>.

THE ONLINE WORLD: BLACKBOARD AND INFOBEAR

Many of the courses at Bridgewater State College are enhanced by course Web sites developed through the Blackboard learning portal. Using their personal Blackboard account, students enroll in their course websites; gain access to course syllabi, materials and other information posted by the professors; engage in online discussions; collaborate with fellow students; view grades on assignments and tests in a course; and sometimes even take quizzes or prepare for exams in the online environment.

InfoBear is a Web-based service provided by Bridgewater State College to allow quick and convenient access to each student's course enrollment, transcripts showing progress toward graduation, course grades and other information. Students also register for the following semester's courses through InfoBear, which is available through the college Web site and requires a student identification number and personal identification number.

WEB-BASED COURSES

Learning in our society is no longer limited to the classroom, and it is important for lifelong learning for students to be able to learn from a variety of information sources. Bridgewater State College students have the opportunity to take courses delivered by a range of technologies. In addition to the many courses that use Blackboard to enhance the learning experience, the college also offers Web-based courses that are offered primarily over the Internet. Requirements include access to a notebook or desktop computer with printer and Internet connection, Web browsing capability and e-mail. Instructors determine the mix of technologies that are employed in their courses. For most web-based courses, a certain number of class meetings on campus may still be required.

WIRELESS NETWORK

Bridgewater State College has provided wireless network connectivity across the entire campus since fall 2001. Staff, faculty, students and visitors with wireless-enabled notebook computers are able to connect to the network from anywhere on campus, including classrooms, labs, offices, lounges, the library and outdoors. This enables users to access the Internet, read e-mail and connect to all of the college's online resources at any time. Due to wireless access points being placed throughout the college campus, students can walk from

one side of the campus to the other while remaining connected to the network.

RESIDENCE NETWORK

The residence network (ResNet) service provides all resident students with high-speed Internet access, reduced long distance telephone charges, voice mail, and cable TV which includes HBO, NESN and other movie channels which air on Residence Life Cinema. Every month, 16 recently released feature films are available for viewing.

The ResNet program is handled by one payment each semester, which provides for all support needed to ensure the availability of these services. Further information on the ResNet program can be found at <http://resnet.bridgew.edu/>.

JOHN JOSEPH MOAKLEY CENTER FOR TECHNOLOGICAL APPLICATIONS

The Moakley Center has been supporting the technology needs of Bridgewater State College students as well as the region's educators and businesses since its opening in 1995. The Moakley Center is a technology-integrated, 50,000-square-foot learning venue that focuses the power of technology on its guiding principle that education is a lifelong process.

A 213-seat amphitheater features a full complement of the latest multimedia presentation technologies. Its television/video production facility grants access to digital editing and complete teleconference capabilities for students, businesses, and educators. Several multimedia training rooms offer the latest in technology-enhanced learning.

A variety of technology-based resources and programs are housed in the Moakley Center. These include the RiverNet Watershed Access Lab; CityLab; the Teaching and Technology Support Center; a digital music classroom; the Center for the Advancement of Research and Teaching (CART); the GeoGraphics Laboratory; and the Center for Technical Education.

OPPORTUNITIES FOR LEARNING BEYOND THE CLASSROOM

THE HONORS PROGRAM

The Honors Program at Bridgewater State College encourages gifted and highly motivated students to reach their highest potential through critical thinking, scholar-

ship and research. Small classes and close student-faculty relations provide for the vigorous and thorough exchange of ideas, while the program as a whole works to create an atmosphere fostering intellectual, artistic and academic achievement.

The program does not require students to complete additional course work beyond the credit hours necessary for graduation; instead, students earn honors credits by taking honors sections of regular courses and/or honors colloquia during their freshman and sophomore years, and by undertaking individualized research programs with faculty mentors during their junior and senior years. For information on funds available to support student research, see the "Adrian Tinsley Program for Undergraduate Research" below.

Honors students meet with the director or assistant director once a semester to discuss their work in the program. For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree – a goal worth serious effort both for the intrinsic satisfaction it brings and the advantages it provides at a time of strong competition for graduate and career opportunities.

Commonwealth and Departmental Honors

Students can participate in the Honors Program in two ways: by undertaking all of the requirements listed for Commonwealth Honors or by undertaking the requirements listed only under Junior and Senior Years for Departmental Honors. Commonwealth Honors thus runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors; a student might undertake only Departmental Honors if he or she transferred to Bridgewater State College or developed an interest in pursuing honors work after the freshman year.

A complete description of the opportunities and requirements for the Honors Program is available at www.bridgew.edu/HonorsProgram/ or the "Academic Programs" section of this catalog.

THE ADRIAN TINSLEY PROGRAM FOR UNDERGRADUATE RESEARCH

The Adrian Tinsley Program for Undergraduate Research (www.bridgew.edu/atp/) provides opportunities to Bridgewater State College undergraduates who wish to pursue research, scholarship, or artistic work under

the guidance of a full-time faculty or librarian mentor. Through ATP, students design and develop research projects, learn new research skills, gain a more sophisticated understanding of the nature of academic research, and have opportunities to present their research and creative work at regional and national conferences. The outcome of the program is for students to graduate with the self-confidence, motivation and ability to conduct independent scholarship and research.

The Tinsley Program supports a variety of undergraduate projects, conducted over the course of a semester, summer, or longer, involving research or other forms of scholarship or artistic work in all disciplines. The project may include laboratory research in the physical and life sciences; research in education, mathematics and business; scholarship in the humanities and social sciences; and stage performances, displays, or research in the visual arts and design.

The Tinsley Program provides year-round support of undergraduate research through a variety of competitive opportunities:

Summer Grants are awarded to students for work done over 10 weeks of the summer on an in-depth, research project conducted under the supervision of a BSC faculty or librarian mentor. The grant includes a stipend awarded to the student, who may also apply for additional money for research expenses, and a stipend for the faculty or librarian mentor.

Semester Grants are awarded each semester to offset the costs of research-related supplies and travel.

Travel Grants support students who present their research at regional or national conferences, and fund travel, lodging, registration and related fees.

The National Conference on Undergraduate Research. Bridgewater State College traditionally sends a number of students to the National Conference on Undergraduate Research (NCUR) which is held in different cities each year. Students may use their travel grants to attend the conference and present their work.

The Undergraduate Research Symposium takes place in April each year in the Moakley Center and showcases undergraduate research through oral and poster presentations and displays. Faculty, staff, students, administration and guests are welcome.

The Undergraduate Review: A Journal of Research and Creative Work publishes undergraduate research annually. For more information and submission guidelines, see www.bridgew.edu/atp/ur.htm.

THE BRIDGE: A STUDENT JOURNAL OF FINE ARTS

The Bridge is a journal of fiction, non-fiction, poetry and art created and published by undergraduate students. Once each year, students are invited to submit their creative works, which are competitively selected by a student editorial board. For more information, contact *The Bridge* at: thebridgejournal@bridgew.edu, or at 508.531.2983.

INTERNSHIPS

Internships consist of both on and off-campus work experience with a site supervisor/employer for academic credit under the guidance of a faculty member or non-credit through the Internship Office. Internships allow students to gain career-related experience while in college, an important factor in finding the first professional position.

Students interested in internships should first check with their academic department if they wish to receive credit. Credited internships are usually tied to a student's academic major. Students need to have completed a specific number of credit hours and go through a formal approval process before credit can be awarded. To determine possible internship sites, students should check with their academic department as well as the Office of Career Services's Internship Program, which maintains a database of internship opportunities in the region. Some students who choose to do an internship but do not need credit may want to meet with the career services internship coordinator to help locate opportunities, prepare for the internship interview, develop a cover letter and resume and learn important tips for getting the most from the experience. These services are offered to any student looking for an internship whether or not it is for credit. For further information, see the "Academic Programs" section of this catalog.

COMMUNITY SERVICE AND SERVICE LEARNING

Bridgewater State College believes firmly in the relevance and importance of experiential learning in all of its academic programs. Service learning is a teaching method that uses community service to help students gain a deeper understanding of course objectives, acquire new knowledge and engage in civic activity. A number of faculty incorporate service learning into their courses. The college has established a center for Community Service and Service Learning in the Campus Center to develop community contacts and collect and disseminate information on service learning opportunities.

In addition, various student leadership programs at Bridgewater State College include community service components. Projects include Habitat for Humanity, America Reads, Environmental Clean up Projects, Red Cross Blood Drive, Big Brother/Big Sister, AIDS Action Committee, Meals on Wheels and many more.

CHILDREN'S PHYSICAL DEVELOPMENTAL CLINIC

For more than 30 years, Bridgewater State College has sponsored the Children's Physical Developmental Clinic (CPDC), a nationally recognized academic program that fosters professional development, community service, and leadership qualities. The CPDC affords students from all majors a challenging opportunity for volunteering as clinicians to work with children and youth with disabilities between the ages of 18 months to 18 years.

The aim of the clinic program is to improve the "total development" of children with disabilities by enhancing vital physical, motor, and aquatic skills and patterns. In addition, the program stresses the improvement of self-esteem of children by strengthening emotional-social aspects of their personalities through successful involvement in play, recreation and sport activities.

A hundred students serve as clinicians and support staff each semester making the CPDC the largest student organization on campus. Over the years, BSC students have determined that the CPDC not only augments their professional preparation, but upon graduation is most critical to them when seeking employment and entrance to graduate school.

EXCHANGE AND INTERNATIONAL PROGRAMS

Bridgewater State College students can study at most universities in the world, including those in countries such as Brazil, Spain, France and Portugal. Bridgewater State College has exchange programs in Brazil, Canada, England and Japan. Students have the opportunity to study in Canada at more than a dozen institutions, including McGill University. Scholarships are available, and financial aid may be used for all travel programs.

Through the National Student Exchange, students may spend up to one year attending a college or university in another state at the in-state tuition rate. The National Student Exchange directory describes more than 175 institutions involved in this program. For further information contact the Office of International Programs, www.bridgew.edu/international.

INTERNATIONAL STUDY TOURS

Short-term faculty-led study tours to international locations are offered for undergraduate or graduate college credit. Each course is designed by a Bridgewater State College faculty member according to his/her regional and academic expertise, providing an opportunity for students to explore, firsthand, societies quite different from their own. These courses, which vary in length from 10 days to five weeks, are offered during winter intersession, spring break and summer. Study tour destinations have included Japan, Peru, Cuba and Ireland. The Bridgewater-at-Oxford program offers three weeks of summer study at Oxford University in England with a choice of political science/law, art history, English literature or English history. Students from all majors and academic classes are encouraged to participate. For more information contact the Office of International Programs, Maxwell Library, 508.531.6183 or visit www.bridgew.edu/international/.

CROSS REGISTRATION PROGRAMS

CAPS

College Academic Program Sharing (CAPS) is designed to provide full-time students attending a Massachusetts state college the opportunity to study at another state college to add a different or specialized dimension to their undergraduate studies. Students may participate for one or two semesters and complete up to 30 semester hours of credit without going through formal admissions or registration procedures. Tuition is covered within the student's full-time tuition charge at Bridgewater State College. Courses taken under the CAPS program are not included in the student's GPA. All BSC students who wish to cross register as part of the CAPS program must apply through the Registrar's Office, Boyden Hall.

SACHEM

Through the Southeastern Association for Cooperation of Higher Education (SACHEM) program, qualified full-time students may cross-register for up to two courses each semester without going through formal registration procedures. Tuition is covered within the student's full-time tuition charge at Bridgewater State College. Courses taken under the SACHEM program are not included in the student's GPA. Schools participating in this program include Bristol Community College, Cape Cod Community College, Dean College, Massachusetts Maritime Academy, Massasoit Community College, Stonehill College, University of

Massachusetts at Dartmouth and Wheaton College. All BSC students who wish to cross register as part of the SACHEM program must apply through the Registrar's Office, Boyden Hall.

CAMPUS LIFE

GETTING STARTED: ORIENTATION FOR NEW STUDENTS

Bridgewater State College's orientation program has been designed to introduce new students and their families to the campus community. Through collaborative efforts between the divisions of Academic Affairs and Student Affairs, orientation provides programs that are conducive to the academic and developmental success of new students. The goals of orientation are to develop and coordinate programs that promote academic success, to enhance personal and social development, and to provide families and their students with information about services, support systems and issues facing college students.

Orientation is divided into two different programs. The initial program in June is a comprehensive two-day overnight introduction to the college with an emphasis on placement testing, academic advising, and registration for fall classes. Students also have an opportunity to meet with faculty and staff and learn about the resources available at the college. A one-day concurrent family program provides parents with information about services, support systems and resources for their students.

The second program is prior to the opening of classes in the fall when students are given the opportunity to meet new friends, learn the traditions of Bridgewater State College and receive assistance with transition to college life.

COLLEGE EVENTS AND SPECIAL PROGRAMS

Literally hundreds of interesting programs, projects and events are available at Bridgewater State College throughout each year. Academic, cultural and social activities and programs are sponsored each year by students, faculty, staff and alumni of the college and include, but are certainly not limited to: Homecoming, Parents Day, Convocation, the Massachusetts Hall of Black Achievement at Bridgewater State College, Dr. Martin Luther King Jr. Day Celebration and Breakfast, Awards for Excellence, Springfest and the Holiday Concert.

Consult the Bridgewater State College Web site, the numerous bulletin boards across the campus, as well as college publications, for information on campus events as they arise.

CULTURAL, SOCIAL, ATHLETIC AND RECREATIONAL ACTIVITIES

In addition to classroom instruction, Bridgewater State College offers students a full social, cultural, athletic, recreational and religious life. Art exhibits, lectures, concerts, movies, plays, workshops and sports events make for an active campus schedule. (Please refer to the college Web site www.bridgew.edu for a complete listing of clubs, organizations and a calendar of campus events.)

Through programs sponsored by the Office of Student Involvement and Leadership, the Student Government Association, the Program Committee and other organizations, members of the college community have opportunities to attend events featuring significant public figures and internationally acclaimed performing artists.

The Art Building and Maxwell Library feature galleries where exhibits are displayed and the Rondileau Campus Center offers special programs such as performances by the college Chorale Society and the Bridgewater State College Dance Company. For students who enjoy the theater, Bridgewater State College has much to offer. Major productions are presented by students in the Theater department throughout the year.

Bridgewater State College has a strong athletic tradition, which has grown to include 21 intercollegiate varsity sports teams, a full range of intramural athletic programs, and a number of club sports programs. The Adrian Tinsley Center features a state-of-the-art fitness center, a walking track and multi-sport surfaces. The college is a member of the National Collegiate Athletic Association (NCAA) Division III, the Eastern Collegiate Athletic Conference (ECAC) and the Massachusetts State College Athletic Conference (MASCAC).

Community members keep abreast of events and programs through a variety of campus media. The student newspaper, *The Comment*, and the college's home page focus on news and feature stories highlighting campus life and individual achievements.

The campus radio station, WBIM-FM, provides coverage of events plus a full range of musical and special interest programming. Resident students have access to a cable television local access channel offering col-

lege news and information. The Office of Public Affairs maintains a Campus Events Line 508.531.1768, a weekly recording of campus events.

RELIGIOUS LIFE

The college supports student pursuit of spirituality both individually and in groups. The college provides groups of students the opportunity to form student organizations so they may utilize college facilities for meetings and events as well as request funding from the Student Government Association. The Catholic Center (122 Park Avenue) and the Christian Fellowship Center (29 Shaw Road) are independent entities that offer students both group and individual opportunities for worship and service.

SERVICES TO STUDENTS

Students face many decisions involving housing, finances, health, work, academic programs, post-undergraduate study and career goals. The Office of Student Affairs provides assistance in making these decisions through personal and career counseling, off- and on-campus housing information, health services, child care center, social activities, and student advocacy. The *Bridgewater State College Student Handbook* provides detailed information about these services. It is available at www.bridgew.edu/handbook/.

CHILDREN'S CENTER

The Children's Center provides high quality care and education to preschool aged children. Open from the beginning of the fall semester in September through the end of Summer Session II in August, the center offers nine different enrollment options ranging from two half days to five full days. This model program, accredited by the National Association for the Education of Young Children, is also available for observation, field work, and data collection. The Children's Center is located in the Burnell Campus School, Room 135. For additional information contact the Children's Center at 508.531.1244, www.bridgew.edu/depts/childrencenter/ or by e-mail at childrencenter@bridgew.edu.

UNDERGRADUATE ADMISSIONS

For information about admission to graduate programs, please consult the "School of Graduate Studies" section of this catalog.

Bridgewater State College seeks to admit students who give evidence of intellectual capacity, motivation, character and who have a record of scholastic achievement. An effort is made to attract candidates of diverse academic, economic, racial, religious and geographic backgrounds. The admission requirements and procedures are designed to assist the college to select a freshman class from those applicants who can benefit from the educational opportunities at Bridgewater State College.

Bridgewater State College does not discriminate on the basis of race, sex, sexual orientation, color, religion, age, or national or ethnic origin. In addition, no otherwise qualified handicapped applicant shall, solely by reason of handicap, be excluded from admission.

FRESHMAN ADMISSIONS REQUIREMENTS

APPLICATION FORM

Each candidate should submit the Bridgewater State College application. The form, aside from collecting biographical data, allows the candidate to provide additional information concerning their academic and extracurricular interests. The college prefers students to apply online at the college's Web site, www.bridgew.edu, but also accepts the Common Application as well as other electronically formatted applications.

HIGH SCHOOL RECORD

Candidates must request an official transcript of their secondary school record be sent directly to the Office of Admissions. The strength of the applicant's curriculum, grades, weighted grade point average and class rank as well as the level of competition in the applicant's high school are taken into consideration.

The secondary program should include the following college preparatory subjects:

English (a)	4 units
Mathematics (b)	3 units
Science (c)	3 units

History/Social Science (d)	2 units
Foreign Language (e)	2 units
Elective Units (f)	2 units
Related Courses (g)	4 units

- a. These must be college preparatory courses in composition and literature, which include the development of reading, writing and comprehension skills.
- b. These must be college preparatory courses in such subjects as algebra, geometry, trigonometry, elementary functions and mathematical analysis. A fourth year of mathematics is strongly recommended for students who plan to enter fields such as computer science, management science, mathematics, pre-engineering or the sciences.
- c. Two of these courses must include laboratory work.
- d. This requirement should include one year of United States history and government.
- e. Students are encouraged to elect additional years of foreign language study.
- f. Students should choose from additional college preparatory courses in English, mathematics, computer science, foreign language, natural and physical science, visual and performing arts and humanities.
- g. Students are encouraged to elect courses that are consistent with their personal, educational and career goals. These courses may include, but are certainly not limited to, such offerings as computer science, business, communications, psychology and sociology.

Students graduating from vocational-technical high schools may substitute vocational-technical vocabulary course work for the foreign language requirement even if foreign language courses are offered in their high schools. Two vocational-technical courses may be used to fulfill the two required electives.

STANDARDIZED TEST SCORES

Candidates for admission to the freshman class must submit the results of the Scholastic Aptitude Test (SAT Reasoning Test) or the American College Test (ACT). Candidates should have official score reports forwarded directly from the Educational Testing Program or the American College Testing Program during the academic year in which application is made to the college.

For evaluation according to the provisions of Chapter 344, students with learning disabilities are expected to submit verification from their guidance office. In most cases, a copy of the student's current Individualized Educational Plan (IEP) is the appropriate verifying document. More specific documentation may be required for academic advising and special services when students enroll.

Chapter 344, Section 19 of the 1983 Acts and Resolves of the Commonwealth of Massachusetts states that: "No resident of the commonwealth who has been diagnosed as being developmentally disabled, including but not limited to, having dyslexia or other specific language disabilities, by any evaluation procedure prescribed by chapter seventy-one B, or equivalent testing, shall be required to take any standardized college entrance aptitude test to gain admittance to any public institution of higher education in the commonwealth. Admission shall be determined by all other relevant factors excluding standardized achievement testing."

Candidates who graduated from high school three or more years prior to their planned entrance date are exempt from the standardized testing requirement.

FRESHMAN ADMISSIONS REVIEW

Freshman admission to Bridgewater State College is selective. The Massachusetts Board of Higher Education has established minimum admission standards that require candidates to earn a "B" average for the required high school units mentioned above. Students whose average falls below this requirement can also meet the standard by the use of a sliding scale that begins with compensating SAT scores above 920, or an ACT composite score above 19. No student can be admitted whose high school grade point average falls below "C". Detailed information about the BHE admissions standards can be found on their Web site, www.mass.edu. Admissions decisions at Bridgewater are based upon the strength of the candidate's academic profile as compared to the pool of applicants. Generally, more than 6,000 applications are reviewed for a freshman class of 1,300.

Since Bridgewater State College seeks students who will contribute to the college in a variety of ways, other factors are considered in the admission decision. These include demonstrated leadership, participation in extra-curricular activities, motivation, maturity and special aptitudes and talents. Letters of recommendation and any additional supporting information a candidate wishes to submit are welcomed and encouraged.

Special consideration is given to applicants out of high school for three years or more, students from educationally disadvantaged environments, working adults, and candidates who exhibit exceptional potential.

Interviews are not required. Students are encouraged to attend one of the many group information sessions offered throughout the year. Dates, times and a telephone reservation number are available in the *Viewbook* or on the college Web site, www.bridgew.edu.

Additional information concerning admission procedures, application fees, standardized testing requirements for admission, notification date and deferred enrollment may be found in the *Viewbook*. Copies may be obtained from the Office of Admissions – Gates House, Bridgewater State College, Bridgewater, MA 02325.

TRANSFER ADMISSIONS REQUIREMENTS

Bridgewater State College welcomes applications from qualified transfer students. To qualify for transfer admission, a student must have earned 12 semester hours of transferable credit; otherwise the applicant is considered under freshman admission requirements.

Transfer applicants will be evaluated on the basis of their previous college work and must request an official transcript to be sent from each college or university attended. Transfer applicants who have earned less than 24 transferable credits must also submit to an official high school transcript and standardized testing results.

It is expected that candidates for transfer admission will be in good standing at the last institution attended and will have earned a cumulative grade point average of 2.2 or higher on a 4.0 scale. Students transferring less than 24 semester hours of credit must present a minimum cumulative grade point average of 2.5 on a 4.0 scale. Special consideration may be granted for exceptional high school performance, evidence of maturity and motivation, or other extenuating circumstances and will be handled on an individual basis. **Please note that these are minimum eligibility requirements and do not guarantee admission to the college or to a specific degree program.**

Transfer credit toward the degree will be granted for course work completed at other accredited institutions of higher education. A minimum grade of C- is

required for credit transfer. Courses that do not have a direct equivalent at Bridgewater State College may be counted as fulfilling elective requirements in the curriculum. Transfer students are required to fulfill the same degree requirements as any other student; however, any student who has completed the general education requirements of one of the other Massachusetts State Colleges will not be subject to additional general education requirements at Bridgewater State College. One half of the required courses in major and minor fields must be completed at Bridgewater State College. Students transferring from an accredited two-year institution are limited to 69 hours of transfer credit toward the degree. Students transferring from an accredited four-year institution are limited to 90 hours of transfer credit toward the degree.

Grades for courses taken at an institution other than BSC are not used to compute a student's grade point average. Only courses actually taken at BSC are used to calculate a student's BSC grade point average.

JOINT ADMISSIONS PROGRAM

Bridgewater State College participates with the Massachusetts Community Colleges, Dean College, and Quincy College in Joint Admissions. This program guarantees admission to Bridgewater State College for transfers from participating institutions who are enrolled in pre-approved programs of study, providing the associate degree is completed. Joint Admission students must maintain a cumulative grade point average at the two-year college of 2.5 or better to be eligible.

Transfers indicate their desire to participate in Joint Admissions by contacting either the Admissions Office or Transfer Office at their community college. A written application for Joint Admissions can be filed upon enrollment at the two-year participating institution. One semester prior to their planned enrollment at Bridgewater State College, Joint Admission students must file an Intent to Enroll form in lieu of a regular Bridgewater State College application. This form is available from the Transfer Counselor at the participating colleges or the Office of Admissions at Bridgewater State College. To complete the review process, an official transcript of all college work completed to date at any prior institution(s) and the community college must be requested by the applicant. BSC's Joint Admissions deadlines are November 1 for spring and March 1 for fall.

COMMONWEALTH TRANSFER COMPACT

For students transferring from Massachusetts community colleges to Bridgewater State College (Effective January, 1990)

I. Requirements for Transfer Compact Status

A student shall be eligible for transfer compact status if he or she has met the following requirements:

- Completed an associate's degree with a minimum of 60 hours exclusive of developmental course work.
- Achieved a cumulative grade point average of not less than 2.0 (in a 4.0 system) at the community college awarding the degree. This is merely a minimum grade point average and by no means guarantees admission.
- Completed the following minimum Core Curriculum Requirements, exclusive of developmental course work:

English Composition/Writing	6 credit hours
Behavioral and Social Science	9 credit hours
Humanities and Fine Arts	9 credit hours
Natural or Physical Science	8 credit hours
Mathematics	3 credit hours

The community college from which the student is applying is responsible for identifying on the transcript of the candidate that the student has fulfilled the compact specifications.

II. Credits to be Transferred

The 35 credits in Core Curriculum courses specified in section I will be applied toward the fulfillment of the Bridgewater State College general education requirements.

A minimum of 25 additional credits will be accepted as transfer credits. These credits may be transferred as free electives, toward any additional Core Curriculum Requirements, toward the student's major, or any combination, as Bridgewater State College deems appropriate.

Only college-level course credits consistent with the recommended standards set forth in the Undergraduate Experience publication are included under this compact. Credits awarded by the sending institution through CLEP, challenge examinations and other life experience evaluations for course credit may be included when the community college certifies that a student qualifies under this compact.

III. Credits Beyond the Associate's Degree

To complete the baccalaureate degree, a student who transfers under this compact may be required to take no more than 68 additional credits unless:

- a. The student changes his or her program upon entering Bridgewater State College, or
- b. The combination of additional Core Curriculum Requirements, if any, and the requirements of the student's major at the receiving institution total more than 68 credits.

Under these circumstances, transfer students will be subject to the same requirements as students who began their undergraduate education at Bridgewater State College.

IV. Admission to Competitive Majors or Programs

If because of space or fiscal limitations the receiving institution does not admit all qualified applicants to a given major or program, the receiving institution will use the same criteria for applicants who are transfer students under this compact as it does for its native students.

V. Student Appeals

A student who believes that the provisions of this compact have not been applied fairly has the right to appeal.

Initially, differences of interpretation regarding the award of transfer credit shall be resolved between the student and the receiving institution. If a difference remains unresolved, the student shall present his evaluation of the situation to the institution from which the student is transferring. Representatives from the two institutions shall then have the opportunity to resolve the differences.

Absent a satisfactory resolution, differences of interpretation may be presented to the State-wide Transfer Coordinating Committee.

DECISION AND NOTIFICATION DATES

Early Action Program

Freshman candidates may apply under the Early Action Program. Candidates need to have fulfilled the standardized testing requirements on or before the November test date and will need to have their application complete and transcripts on file in the Office of Admissions by November 16.

Early Action applicants are notified by mid-December. The college either 1) offers admission, 2) denies admission, or 3) defers admission and reviews the application again during the regular admissions cycle. A student offered admission under the Early Action Program has until the May 1 Candidates Reply Date to respond to the college's offer.

Regular Freshman Admissions

Freshman applicants for the fall semester must submit their completed application by February 15. Candidates are notified of the Admissions Committee decision by April 15. A limited number of freshmen candidates are accepted for the spring semester each year. The application deadline is November 1.

Transfer Admissions

Transfer applications should be filed by April 1 for September admission or by November 1 for January admission.

Notification for transfer candidates is done on a rolling basis as the application file becomes complete. Notification for September admission begins in March.

Note: The college reserves the right to close admissions at any time.

REINSTATEMENT AND READMISSION

Undergraduate students who have not registered for courses for one or more semesters, or who have been academically separated from the College and who wish to re-enroll must file an application for reinstatement/readmission with the Office of Admissions. An official transcript from all colleges attended (if any) since last enrolling at BSC as well as a personal statement explaining the circumstances of separation/non-enrollment must be submitted with the application while meeting the above published priority deadlines for transfer students.

Upon readmission/reinstatement, transfer credit, if applicable, will be awarded according to established policies. The grade point average achieved at BSC upon separation will be resumed as grades achieved at other institutions are not included when calculating a student's BSC grade point average.

Students who have been academically separated from the College must meet the requirements of separation outlined by their appropriate Dean before being considered for readmission.

INTERNATIONAL ADMISSIONS

International students who wish to apply for admission to the college should address a letter of inquiry to the Office of Admissions indicating their educational background and intended area of study. Eligible candidates will be mailed a special international student admission application and asked to submit official transcripts and credentials. Students for whom English is a second language will be required to submit an official copy of results from the "Test of English as a Foreign Language" (TOEFL), unless they have at least two years experience in an American College or University.

Documentation of financial support resources is required.

All students applying as freshmen are required, in addition to TOEFL, to submit official results of the SAT Reasoning examination.

During the initial orientation/registration period, international students' TOEFL examination records and academic transcripts will be evaluated for placement in 1) appropriate English as a Second Language courses offered through the Department of Foreign Languages, and 2) in writing courses offered through the English Department. In addition to the above-mentioned mandatory records, other institutional placement exams may be required. Candidates should begin the application procedure no less than **nine months** in advance of the expected date of admission.

PROGRAM FOR REGISTERED NURSES

Provisions have been made for graduates of three-year diploma schools of nursing to complete programs leading to degrees in any of the academic majors being offered at the college.

While encouraging registered nurses to pursue degree work for personal enrichment, the college supports the guidelines of the National League of Nursing for the professional education of nurses. These guidelines caution nurses whose career goals include the opportunity to assume supervisory and/or teaching responsibilities in the field of nursing, that degree programs to be pursued should be taken only at those institutions which offer degrees in nursing education.

Through this special admissions program, students accepted to the college are granted 60 credit hours for their school or nursing work. Where applicable, these

credits may be used to meet general education, major or elective requirements. As with all others transferring into the college, registered nurses are expected to meet the same degree requirements as outlined in the "Undergraduate Academic Policies" section of this catalog.

NEW ENGLAND REGIONAL STUDENT PROGRAM

Bridgewater State College participates in the New England Regional Student Program. The program is administered by the New England Board of Higher Education and is designed to permit qualified New England residents to study at the in-state tuition rate plus surcharge tuition in certain programs at Bridgewater State College.

Information about the program can be obtained from the Bridgewater State College Admissions Office.

ADVANCED STANDING

Advanced standing with college credit is granted to entering students who have demonstrated college-level proficiency through established procedures.

Advanced Placement Program

Bridgewater State College participates in the Advanced Placement Program of the College Board, providing academic credit for students qualified for advanced placement standing. Those interested should take the College Board Advanced Placement tests and have the results submitted to the Office of Admissions for evaluation. Students scoring three, four or five receive placement and credit from the college.

College-Level Examination Program (CLEP)

Bridgewater State College encourages able students to seek advanced standing through one or more of the CLEP examinations described below. Credit is awarded for scores at the 50th percentile or above. Please note that foreign language percentiles are slightly higher.

CLEP credit may not be awarded if equivalent college level course work has been completed either prior to, or later than, the comparable CLEP examination.

Students may arrange to take the CLEP Examination at any of the national test centers, including Bridgewater State College. Those students interested in taking the exams at Bridgewater should contact the Test Center, Academic Achievement Center at 508.531.1780.

There are two types of CLEP Examinations: the General Examinations and the Subject Examinations. Both measure factual knowledge and understanding, as well as the ability to see relationships and apply basic principles to new problems. The examinations are not based on courses given at Bridgewater State College but on typical courses in a variety of colleges throughout the country.

There are five General Examinations which can be applied toward the General Education Requirements at Bridgewater as follows:

General Examinations	Credit Allowed	Area of Course Equivalent
English Composition without essay (not recommended)*	3	Writing I (ENGL 101)
English Composition with essay (preferred choice)	6	Writing I and II (ENGL 101, 102)
Mathematics	6	Mathematics (MATH 100, 105)
Natural Sciences (Biology/Physical)	6	Natural Sciences (BIOL 102, Physical Science elective)
Humanities	6	Humanities and Creative Arts (ARTH 101, ENGL 221)
Social Sciences/History	6	Social Sciences

The subject examinations are comparable to the final or end-of-course examinations in particular undergraduate courses. The following subject examinations are offered:

Composition and Credit Allowed

Literature

American Literature (ENGL 231, 232)	6
Analysis and Interpretation of Literature	6
English Literature (ENGL 221, 222)	6
Freshman English (not recommended)*	6

* Bridgewater requires a supplementary essay to be taken at the college.

Foreign Languages

College French – Levels 1 and 2 (LAFL 101, 102, 151, 152)	3 -12
---	-------

College German – Levels 1 and 2 (LAGE 101, 102, 151, 252)	3 -12
College Spanish – Levels 1 and 2 (LASP 101, 102, 151, 252)	3 -12

Behavioral Sciences, Social Sciences and History

American Government (POLI 172)	3
American History I: Early Colonizations to 1877 (HIST 221)	3
American History II: 1865 to the Present (HIST 222)	3
Introductory Psychology (PSYC 100)	3
Human Growth and Development (PSYC 224)	3
Principles of Microeconomics (ECON 101)	3
Principles of Macroeconomics (ECON 102)	3
Introductory Sociology (SOCI 102)	3
Western Civilization I: Ancient Near East to 1648 (HIST 111)	3
Western Civilization II: 1648 to the Present (HIST 112)	3

Science and Mathematics

Calculus with Elementary Functions (MATH 141, 142)	6
College Algebra	3
Trigonometry	3
College Algebra – Trigonometry (MATH 100)	3
General Biology (BIOL 100, 102)	6
General Chemistry (CHEM 131, 132)	6

Business

Information Systems and Computer Applications	3
Introduction to Management (MGMT 130)	3
Introductory Accounting (ACFI 240, 241)	6
Introductory Business Law (ACFI 305)	3
Marketing (MGMT 200)	3

Credit decisions are adjusted on the basis of total score in relation to prior years of study.

SECOND DEGREE OPTION

A student who has earned a bachelor's degree at Bridgewater State College or at another accredited institution may be admitted to the college to pursue an additional bachelor's degree in a field of study substantially different from the initial degree program.

That student should make application through the Undergraduate Admissions Office, providing official transcripts from all previous colleges other than Bridgewater State College. Please note that second bachelor degree

candidates are subject to transfer admission deadlines of April 1 for fall entrance and November 1 for spring entrance.

Admission is dependent on approval of the department in which the student wishes to pursue a major. Certain departments may recommend that the student pursue a graduate program with some prerequisite courses rather than a second bachelor's degree. Some majors have specific admission requirements and/or limited space, which may result in a student not being accepted into the desired major.

For second undergraduate degree graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

TUITION AND FEES

APPLICATION FEES

A nonrefundable undergraduate application and processing fee of \$25 is required of all students applying for admission. Upon acceptance, an advance tuition deposit of \$100 must be submitted by May 1 for commuter students accepted for the fall semester. Students accepted with on-campus housing must also submit a \$150 residence hall deposit. The tuition deposit is nonrefundable.

All new students will be assessed an orientation fee upon entering the college. For students entering in the fall semester, this orientation fee will be \$120 for freshmen and \$60 for transfers and readmitted students. For the spring semester, the orientation fee is \$60 for all students.

TUITION AND FEES 2006-2007 ACADEMIC YEAR

Daytime Course Charges

Full-time undergraduate students who are Massachusetts residents pay approximately \$910 per year in tuition and \$4,878.00 in required fees. Students residing on campus are charged between \$3,776.00 and \$5,138.00 per year, depending on the facility occupied. Board for resident students is approximately \$2,680.00 per year. Please note that all figures are subject to change.

For a breakdown of these costs, please see "Semester Tuition and Fees" in the following pages. *It should be noted this schedule is subject to change.* Published tuition and fees are for the 2006-2007 academic year.

Evening Course Charges

Students enrolled in evening courses will be charged all tuition and fees associated with the cost to provide the evening programs. Evening tuition is charged at \$38 per course credit with no credit hour maximum. Evening fees will be charged at \$203.25 per credit hour with no credit hour maximum. Full-time undergraduate students who are Massachusetts residents taking 12 credit hours for evening courses pay approximately \$912 per year in tuition and \$4,878.00 in required fees. Students residing on campus are charged between \$3,776.00 and \$5,138.00 per year, depending on the facility occupied. Board for resident students is approximately \$2,680.00 per year.

Please note that all figures are subject to change. For a breakdown of these costs, please see "Semester Tuition and Fees" in the following pages. *It should be noted this schedule is subject to change.* Published tuition and fees are for the 2006-2007 academic year.

Please see below for special accommodations for evening student transactions with Bridgewater State College.

Billing and Fee Payment

Students are billed through the Office of Student Accounts twice annually, in July and November, prior to the start of each semester. Bills are sent to students at their permanent addresses as maintained in the Registrar's Office. It is critical to notify the office immediately if your permanent address changes. Please visit the Registrar's Office, Boyden Hall, Room 003, or print the Change of Address Form found at www.bridgew.edu. Bills **must** be returned by the due date indicated on the bill to avoid cancellation of the student's course schedule. In an effort to aid our students with their tuition payments, we have made important changes regarding your student statement. Due to federal regulations, the signed certificates (the remittance portion of your statement) must be received by Bridgewater State College. A *Guide to Your Student Accounts Bill* is sent to students with their first bill. See the Web page at www.bridgew.edu/depts/fiscal/stuaccj.htm for the latest information on billing and payment procedures. Payment may be made by the following methods:

1. Check or money order payable to Bridgewater State College mailed to our lock box facility as printed on the portion of the bill you return in the return envelope provided.
2. MasterCard, Visa or Discover by providing your credit card number and expiration date:
 - a. **call** our cashiers at 508.531.1225,
 - b. **Web**: Select the Account Summary/Credit Card Payment link via your InfoBear account,
 - c. **e-mail** this information to your student representative at first initial, last name @bridgew.edu (i.e. jsmith@bridgew.edu for Jane Smith); if you are unsure of your student representative's name, please call the number listed above or visit the Web site listed above or
 - d. **fax** this information to 508.531.6163.
3. Financial aid may be used to pay your tuition, fees, room, board, books, as well as flex points or dining points on your Connect Card.
 - a. Students who have received an award letter from the Financial Aid Office may claim the award specifically designated for the semester.

The amount to be claimed must be indicated on the bill and must be signed and returned by the due date to avoid cancellation of your course schedule.

- b. Students wishing to claim credit for financial assistance from sources other than the Bridgewater State College Financial Aid Office (outside scholarships, waivers, loans, etc.) must do so by indicating the amount of assistance on the bill. Official documentation verifying the assistance must be enclosed with the bill, which must be returned by the due date or your course schedule will be cancelled.
- c. Flex points may be used for laundry, vending, bookstore items, and food services at any location on campus which accepts the Connect Card. For more information on the Connect Card please see www.bridgew.edu/PSCC/ConnectCard.htm or call 508.531.2897.

For your convenience there is a 24 hour drop box located in Boyden Hall on the first floor outside the Student Accounts Office for your payments and signed bills. In addition, the Student Accounts Office is open evening hours the first two weeks of each semester Monday through Thursday 8 AM until 7 PM.

Students who take credits in excess of 118 percent of required credit hours for degree completion will be assessed a surcharge of \$235 per credit hour for these credits. For example, students enrolled in baccalaureate programs may take up to 142 credits (118 percent of 120 minimum required credits) at no additional charge. Any credits taken in excess of 142 will be subject to the \$235 per credit hour surcharge. In determining accumulated credit hours, students should exclude from their total any credits transferred in from other institutions.

Senior Citizens

Tuition and $\frac{1}{2}$ fees in the day and/or $\frac{1}{2}$ tuition and $\frac{1}{2}$ fees for courses 4 PM or after are waived to any person 60 years of age or older. The person must pay $\frac{1}{2}$ fees and bring proof of age to the Registrar's Office to be eligible.

SGA (Student Government Association) Fee

This fee is charged to all matriculated undergraduate students attending classes.

Less than 12 semester hours	\$12.00
12 semester hours or more	\$24.00

Other Fees

Health Insurance Fee (waivable)	\$1,330.00
Parking Decal Fee (waivable) 8 credits or less	\$50.00
9 credits or more	\$100.00
Software Fee	\$15.00
Hospitalization/Major Medical coverage for all students carrying nine credits or more is required by Massachusetts state law. A <i>Student Health Insurance</i> brochure can be obtained from the Office of Student Accounts 508.531.1225 or the Office of Health Services 508.531.1252. If a student is covered under a similar plan and wishes to waive the coverage, he/she must complete a waiver form which will be mailed along with your bill and return it to the Office of Health Services prior to payment of your bill. Failure to do so will leave an outstanding balance due on the student's bill.	
Full Year	\$1,330.00
Spring	\$770.00
Distance Learning Fee (interactive video conferencing courses, telecourses, teleweb courses and video courses)	\$50
Official Transcript Charge (per copy with 2-5 working days to process)	\$2.00
On-the-Spot Official Transcript Charge	\$5.00

SEMESTER RESIDENCE HALL AND DINING CHARGES

Room

Pope and Scott Halls*	\$1,780.00
Woodward Hall*	\$1,888.00
Shea/Durgin Halls*	\$1,888.00
East Hall (Single)	\$2,569.00
(Double)	\$2,308.00
Student Apartments*	\$2,225.00
DiNardo/Miles*	\$2,119.00
Mandatory Residential Activity Fee	\$10.00
*Single rooms are \$150.00 more per semester	

Dining

19-Meal	\$1,340.00
14-Meal	\$1,310.00
10-Meal	\$1,280.00
Dining Dollars Meal Plan	\$1,280.00

Tuition and Fees – Fiscal Year 2006-2007 MASSACHUSETTS RESIDENT

	UNDERGRADUATE DAY				UNDERGRADUATE EVENING				GRADUATE DAY				GRADUATE EVENING			
	Credits	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total		Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total		
1		38.00	203.25	241.25	38.00	203.25	241.25		70.00	203.25	273.25	70.00	203.25	273.25		
2		76.00	406.50	482.50	76.00	406.50	482.50		140.00	406.50	546.50	140.00	406.50	546.50		
3		114.00	609.75	723.75	114.00	609.75	723.75		210.00	609.75	819.75	210.00	609.75	819.75		
4		152.00	813.00	965.00	152.00	813.00	965.00		280.00	813.00	1,093.00	280.00	813.00	1,093.00		
5		190.00	1,016.25	1,206.25	190.00	1,016.25	1,206.25		350.00	1,016.25	1,366.25	350.00	1,016.25	1,366.25		
6		228.00	1,219.50	1,447.50	228.00	1,219.50	1,447.50		420.00	1,219.50	1,639.50	420.00	1,219.50	1,639.50		
7		266.00	1,422.75	1,688.75	266.00	1,422.75	1,688.75		490.00	1,422.75	1,912.75	490.00	1,422.75	1,912.75		
8		304.00	1,626.00	1,930.00	304.00	1,626.00	1,930.00		560.00	1,626.00	2,186.00	560.00	1,626.00	2,186.00		
9		342.00	1,829.25	2,171.25	342.00	1,829.25	2,171.25		630.00	1,829.25	2,459.25	630.00	1,829.25	2,459.25		
10		380.00	2,032.50	2,412.50	380.00	2,032.50	2,412.50		700.00	2,032.50	2,732.50	700.00	2,032.50	2,732.50		
11		418.00	2,235.75	2,653.75	418.00	2,235.75	2,653.75		770.00	2,235.75	3,005.75	770.00	2,235.75	3,005.75		
12		455.00	2,439.00	2,894.00	455.00	2,439.00	2,894.00		837.50	2,439.00	3,276.50	840.00	2,439.00	3,279.00		
13		455.00	2,439.00	2,894.00	494.00	2,642.25	3,136.25		837.50	2,439.00	3,276.50	910.00	2,642.25	3,552.25		
14		455.00	2,439.00	2,894.00	532.00	2,845.50	3,377.50		837.50	2,439.00	3,276.50	980.00	2,845.50	3,825.50		
15		455.00	2,439.00	2,894.00	570.00	3,048.75	3,618.75	No Max No Max	837.50	2,439.00	3,276.50	1,050.00	3,048.75	4,098.75	No Max No Max	

ADDITIONAL FEES

SGA 12 Credits or More (Student Gov. Assoc.)	\$ 24.00
SGA Less than 12 Credits (Student Gov. Assoc.)	\$ 12.00
Software Fee (\$1.25 per credit)	\$ 15.00
Official Transcript Charge (per copy)	\$ 2.00
Official On-the-Spot Transcript Charge	\$ 5.00
Health Insurance (waivable)	\$1,330.00
Parking Decal (waivable) 8 credits or less*	\$ 50.00
Parking Decal (waivable) 9 credits or less	\$ 125.00
*1st yr. resident students with less than 24 credits are not permitted to purchase parking decals or bring a car to campus.	

RESIDENCE HALL CHARGES

ROOM	COST
Shea/Durgin Hall* Double	\$ 1,888.00
Woodward Hall* Double	\$ 1,888.00
Great Hill Student Apartments*	\$ 2,225.00
DiNardo/Miles Hall*	\$ 2,119.00
East Hall: Single Double	\$ 2,569.00 \$ 2,308.00
Pope Hall and Scott Hall*	\$ 1,780.00
Residential Activity Fee	\$ 10.00
ResNet Program Fee	\$ 160.00

*Single rooms are \$150.00 more per semester.

DINING CHARGES

DINING PLAN	COST
19-Meal	\$ 1,340.00
14-Meal	\$ 1,310.00
10-Meal	\$ 1,280.00
Dining Dollars Meal Plan	\$ 1,280.00*

ORIENTATION FEE

CLASS STATUS	COST
1st Time Fall Semester Freshman	\$ 160.00
1st Time Spring Semester Freshman	\$ 80.00
1st Time Transfer Student	\$ 80.00

Charges subject to change by action of the Massachusetts Board of Higher Education

Tuition and Fees

Tuition and Fees

Tuition and Fees – Fiscal Year 2006-2007 NON-MASSACHUSETTS RESIDENT

Credits	UNDERGRADUATE DAY			UNDERGRADUATE EVENING			GRADUATE DAY			GRADUATE EVENING		
	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total	Tuition	Fees	Tuition and Fees Total
1	294.00	203.25	497.25	38.00	203.25	241.25	70.00	203.25	273.25	70.00	203.25	273.25
2	588.00	406.50	994.50	76.00	406.50	482.50	140.00	406.50	546.50	140.00	406.50	546.50
3	882.00	609.75	1,491.75	114.00	609.75	723.75	210.00	609.75	819.75	210.00	609.75	819.75
4	1,176.00	813.00	1,989.00	152.00	813.00	965.00	280.00	813.00	1,093.00	280.00	813.00	1,093.00
5	1,470.00	1,016.25	2,486.25	190.00	1,016.25	1,206.25	350.00	1,016.25	1,366.25	350.00	1,016.25	1,366.25
6	1,764.00	1,219.50	2,983.50	228.00	1,219.50	1,447.50	420.00	1,219.50	1,639.50	420.00	1,219.50	1,639.50
7	2,058.00	1,422.75	3,480.75	266.00	1,422.75	1,688.75	490.00	1,422.75	1,912.75	490.00	1,422.75	1,912.75
8	2,352.00	1,626.00	3,978.00	304.00	1,626.00	1,930.00	560.00	1,626.00	2,186.00	560.00	1,626.00	2,186.00
9	2,646.00	1,829.25	4,475.25	342.00	1,829.25	2,171.25	630.00	1,829.25	2,459.25	630.00	1,829.25	2,459.25
10	2,940.00	2,032.50	4,972.50	380.00	2,032.50	2,412.50	700.00	2,032.50	2,732.50	700.00	2,032.50	2,732.50
11	3,234.00	2,235.75	5,469.75	418.00	2,235.75	2,653.75	770.00	2,235.75	3,005.75	770.00	2,235.75	3,005.75
12	3,525.00	2,439.00	5,964.00	456.00	2,439.00	2,895.00	837.50	2,439.00	3,276.50	840.00	2,439.00	3,279.00
13	3,525.00	2,439.00	5,964.00	494.00	2,642.25	3,136.25	837.50	2,439.00	3,276.50	910.00	2,642.25	3,552.25
14	3,525.00	2,439.00	5,964.00	532.00	2,845.50	3,377.50	837.50	2,439.00	3,276.50	980.00	2,845.50	3,825.50
15	3,525.00	2,439.00	5,964.00	570.00	3,048.75	3,618.75	837.50	2,439.00	3,276.50	1,050.00	3,048.75	4,098.75
				No Max	No Max					No Max	No Max	

ADDITIONAL FEES

SGA 12 Credits or More (Student Gov. Assoc.)	\$ 24.00
SGA Less than 12 Credits (Student Gov. Assoc.)	\$ 12.00
Software Fee (\$1.25 per credit)	\$ 15.00
Official Transcript Charge (per copy)	\$ 2.00
Official On-the-Spot Transcript Charge	\$ 5.00
Health Insurance (waivable)	\$1,330.00
Parking Decal (waivable) 8 credits or less*	\$ 50.00
Parking Decal (waivable) 9 credits or more*	\$ 125.00

*1st yr. resident students with less than 24 credits are not permitted to purchase parking decals or bring a car to campus.

RESIDENCE HALL CHARGES

ROOM	COST
Shea/Durgin Hall* Double	\$ 1,888.00
Woodward Hall* Double	\$ 1,888.00
Great Hill Student Apartments*	\$ 2,225.00
DiNardo/Miles Hall*	\$ 2,119.00
East Hall: Single Double	\$ 2,569.00 \$ 2,308.00
Pope Hall and Scott Hall*	\$ 1,780.00
Residential Activity Fee	\$ 10.00
ResNet	
Program Fee	\$ 160.00

*Single rooms are \$150.00 more per semester.

DINING CHARGES

DINING PLAN	COST
19-Meal	\$ 1,340.00
14-Meal	\$ 1,310.00
10-Meal	\$ 1,280.00
Dining Dollars Meal Plan	\$ 1,280.00*

ORIENTATION FEE

CLASS STATUS	COST
1st Time Fall Semester Freshman	\$ 160.00
1st Time Spring Semester Freshman	\$ 80.00
1st Time Transfer Student	\$ 80.00

International graduate students attending on a F-1 or F-2 visa will be charged a non-refundable processing fee of \$120 per credit hour.

Charges subject to change by action of the Massachusetts Board of Higher Education

TUITION MANAGEMENT PLAN

In order to assist students in financing their education, the college has contracted exclusively with Tuition Management Systems. This company's plan offers a low cost, flexible system for financing educational expenses out of current income through regularly scheduled payments over a 10-month period. For information call Tuition Management Systems, 1.800.722.4867, or refer to the Tuition Management Systems Web site www.afford.com.

REFUND POLICY

Notification Requirements:

All undergraduate matriculated (degree seeking) students who **withdraw from school** must communicate that withdrawal in writing through the **Academic Achievement Center**.

All graduate matriculated (degree seeking) students who withdraw from school (program) must communicate that withdrawal in writing through the **School of Graduate Studies**.

All **withdrawals from courses** must be communicated by the student in writing through the Registrar's Office.

Non-attendance at class does not constitute official withdrawal and will result in a failing grade. Students are responsible for all course charges except when an official withdrawal from college form is on file.

1. Standard and "Non-Standard Date"

Semester Courses

Policy 1.1. Full-Semester Courses. Refunds for Full-Semester courses will be awarded as follows: 100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund will be available thereafter.

Policy 1.2. Seven-Week Quarter Courses. Refunds for Seven-Week Quarter Courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during weekdays 4 and 5 of the quarter. No refund will be available thereafter.

Policy 1.3. Odd-Day, Non-Standard Courses. The refund for Odd-Day, Non-Standard Courses will be a 100 percent refund during the drop/add period. No refund will be available thereafter.

2. Non-Credit Courses Offered Through Continuing Education

Policy 2.1. Non-Technology Courses. The refund for non-technology courses will be 100 percent prior to the start of the course. No refund will be available thereafter.

Policy 2.2.A. Technology Courses (deposits). The refund policy for deposits for Technology courses will be 100 percent five or more days (including weekend days) prior to the start of class; no refund for four or fewer days (including weekend days) prior to the start of class.

Policy 2.2.B. Technology Courses (course fee). The refund policy for course fees for Technology courses will be 90 percent up to the end of the first class; no refund thereafter.

3. Summer Courses

Policy 3.1. 5-Week Summer Courses. Refunds for 5-Week Summer Courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during weekdays four and five of the summer session; and no refund thereafter.

Policy 3.2. 10-Week Summer Courses. Refunds for 10-Week Summer Courses will be awarded as follows: 100 percent refund during the drop/add period; 70 percent refund during the 3 weekdays after the drop/add period has ended; and no refund thereafter.

Policy 3.3. Odd-Day, Non-Standard Courses. The refund for these courses will be 100 percent during the drop/add period; no refund thereafter.

4. Housing, Meal Plan, and Dining and Flex Dollars

Policy 4.1. Housing. Refunds for housing will be awarded as follows: 100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund thereafter.

Policy 4.2. Meal Plan – Dining. Refunds for Meal Plan – Dining options will be awarded as follows:

100 percent refund during the drop/add period; 85 percent refund in the second week, during the four weekdays after the drop/add period has ended; and a 70 percent refund during the third week of the semester. No refund thereafter.

Policy 4.3.A. Flex Dollars (Students). Flex dollars carry from year to year and balances greater than \$20* are refundable at the time of graduation/withdrawal from the college.

- If the student's college account is paid in full, we will issue a refund to the cardholder within 60 days of graduation or withdrawal.
- If the student has an outstanding balance with the college, we will apply the flex dollars balance to that account.

Policy 4.3.B. Flex Dollars (Employees). Flex dollars carry from year to year and balances greater than \$20* are refundable at the end of employment with the College. A refund will be issued within 60 days of the end of employment.

*There will be a \$20 processing fee deducted from the balance prior to refund.

Bridgewater State College uses the Federal Return of Title IV Funds formula and dates to calculate the amount of institutional scholarship/grant funds a withdrawn student may retain.

It is very possible that a student who receives financial aid and withdraws during the Return of Title IV funds period will owe a balance to the BSC Student Accounts Office and may be required to repay funds to the U.S. Department of Education.

All undergraduate, matriculated (degree seeking) students who withdraw from school must notify, in writing, both the Academic Achievement Center and the Financial Aid Office.

All graduate, matriculated (degree seeking) students who withdraw from school (program) must notify, in writing, both the School of Graduate Studies and the Financial Aid Office.

Note: Federal, State or Institutional regulations, and/or action by the Board of Higher Education may necessitate revision to the above Return of Financial Aid Policy.

RETURN OF FINANCIAL AID POLICY

Students who receive financial aid and withdraw from the college during the semester may not be eligible for their entire financial aid award. A revised financial aid award notice will be mailed to students once awards have been adjusted. Bridgewater State College must return federal and state grants, loans and scholarships to the federal or state government based on the student's length of enrollment. The student may retain only a pro-rated portion of the federal and state aid awarded based on the length of the term and the student's withdrawal date. The remainder of the student's financial aid must be returned by BSC to the Department of Education or Commonwealth of Massachusetts. If the student received a cash disbursement of aid, he or she may owe a repayment to BSC or to the federal government.

The Return of Title IV Funds requirement remains in effect until the 60 percent point of the semester. See Web site for actual dates in the current semester. After those dates the student may retain all financial aid.

FINANCIAL AID

The mission of the Financial Aid Office at Bridgewater State College is to assist students and parents in financing their education. Our main goal is to ensure access for all who desire to pursue higher education.

Financial aid award packages may consist of a combination of resources such as grant, scholarship, tuition waiver, work-study and loan. An award package is always dependent on the availability of funds from the state and federal government. Awarding of funds is based on “need” which is the difference between the cost of attendance (COA) and the Expected Family Contribution (EFC).

The cost of attendance includes direct expenses such as tuition and fees, and also incorporates estimated costs for books and supplies, room and board, transportation and personal expenses. The expected family contribution is determined by using the federal need analysis formula when the Free Application for Federal Student Aid (FAFSA) is completed and processed. The difference between the two is the “need” which is met by financial aid funds.

$$\begin{aligned} &\text{COST OF ATTENDANCE} \\ &\text{- FAMILY CONTRIBUTION} \\ &= \text{FINANCIAL NEED} \end{aligned}$$

All students who desire consideration for financial aid funds must complete the FAFSA each year. FAFSA on the web (www.fafsa.ed.gov) is the easiest and fastest way to apply. The entire process can be completed electronically when both the student and the parent apply for a Personal Identification Number (PIN), which allows the family to sign the application electronically. Apply at: www.pin.ed.gov. The PIN permits a family to sign and access the FAFSA year after year; there is no need to reapply for a PIN each year.

For those who prefer, the paper version of the FAFSA may be obtained from the financial aid office, high school guidance office, or local college. Processing a paper version of the FAFSA may take up to four weeks. The financial aid office strongly encourages families to file early, and to file on line whenever possible.

To obtain priority consideration for financial aid funds, the federal government must receive the student’s completed FAFSA by March 1st of the award year. This is a receipt date, not a postmark date. Electronic applications are considered received when you click the “submit”

button at the end of the application process from your computer. Applicants should print a copy of their confirmation page when applying on line.

Applications are accepted after the March 1st priority date, but awards will be made on a funds-available basis. Applications for the spring semester are accepted on a rolling basis.

Students must reapply for financial aid funds each year they attend the College. Although the amount and type of aid offered may be changed due to funding availability, and program guidelines, an applicant will continue to be eligible as long as financial need is demonstrated and the student maintains satisfactory academic progress. Please see the section of Satisfactory Academic Progress and Student Financial Aid.

The college has strict guidelines regarding refunds of tuition and the distribution of financial aid funds for students who withdraw from the institution. Please refer to the refund section of this catalog.

Financial aid is available for study abroad.

For a complete list and description of financial aid programs see www.bridgew.edu/financialaid/FinAid-Programs.cfm or contact the Financial Aid Office at 508.531.1341 for details.

SATISFACTORY ACADEMIC PROGRESS AND STUDENT FINANCIAL AID

Federal regulations state the maximum time frame in which a student must complete his/her educational program can be no longer than 150 percent of the published length for full time students. A student who fails to pass the total credits and/or fails to achieve the minimum cumulative grade point average will not be eligible to receive financial assistance for the future.

To maintain satisfactory academic progress at Bridgewater State College a student must be in good academic standing or in the process of fulfilling the conditions of an academic probation. In addition, a student must successfully complete (for each academic year) a minimum percentage of the total credits necessary to earn his/her degree or certificate or demonstrate evidence of mitigating circumstances. Students who are unable to maintain satisfactory academic progress will be ineligible to receive funding through any Title IV Federal Financial Aid Program including Federal Pell Grant, Federal Perkins Loan, Federal Supplemental Educational Opportunity Grant, Federal Work-Study, Federal Direct Student and

Federal Direct Parent Loan or through any of the Massachusetts Office of Student Financial Assistance Programs or the Bridgewater State College Grant Programs.

To retain compliance with the satisfactory academic progress policy, a completion rate of 75% is required. Simply stated, a student must have completed 75% of all attempted credits during a review of their academic record at the close of each spring semester. This review includes all credits attempted by the student at Bridgewater State College.

To determine the number of credits required to maintain satisfactory progress, multiply the total number of attempted credits by 75 percent.

In addition, a student must maintain a grade point average according to the following schedule:

Earned Credit Hours	Probation GPA	Academic Warning	Separation Below This GPA
0-16	Below 2.0	2.0-2.19	1.00
17-31	Below 2.0	2.0-2.19	1.50
32-46	Below 2.0	2.0-2.19	1.65
47-61	Below 2.0	2.0-2.19	1.75
62-89	Below 2.0	2.0-2.19	1.85
90 and above must maintain 2.00 or better			

Satisfactory progress will be reviewed on an annual basis at the conclusion of each spring semester. **Students who have not met the minimum credit requirements will be notified that they are ineligible to receive financial aid until they have earned the minimum number of credits required for their year of enrollment. All aid already awarded will be cancelled.**

Reinstatement of financial aid eligibility may be obtained in one of the following two ways:

1. Students may acquire the minimum credits and/or the QPA required for their year of enrollment by enrolling in additional courses during the summer or regular semesters;
2. An appeal of this determination on the basis of the death of a relative, an injury or illness of the student or other mitigating circumstances may be filed in writing with the Financial Aid Office.

Students appealing the decision should do so as soon as possible upon notification, whether or not financial aid was received, to ensure maximum eligibility on a funds-available basis. All appeals submitted are reviewed

individually by the Satisfactory Academic Progress Review Committee, composed of the director of financial aid, the registrar or designee, and the director of the Academic Achievement Center or their designee. Students must submit an appeal each year that they are notified of their unsatisfactory academic progress. An appeal granted for a previous year cannot be applied to subsequent years.

Students admitted, or later identified, as physically handicapped, learning disabled or economically or educationally disadvantaged and who do not meet satisfactory academic progress standards for financial aid purposes are encouraged to complete the appeal process.

The determination of the committee is final and the students are notified of the action taken on their appeal before the start of the next semester. **If a student's appeal is granted, that student's financial aid file will be reviewed at that time and aid will be awarded on a funds-available basis. If the student's appeal is denied, the student is not eligible to receive financial aid.**

This appeal process to determine financial aid eligibility must not be confused with the appeal process for academic dismissal from the college. Each appeal process is separate from, and independent of, the other. An appeal to the Satisfactory Academic Progress Committee will determine financial aid eligibility only. An appeal regarding academic dismissal from the college to determine eligibility for reinstatement to the college must be made to the Academic Achievement Center or appropriate school dean. Academic reinstatement does not automatically guarantee renewed financial aid eligibility. The student must then contact the Financial Aid Office in order to be reconsidered for financial aid eligibility.

STUDENT EMPLOYMENT

In addition to the Federal Work Study Program, Bridgewater State College provides opportunities for employment both on and off campus through the Student Employment Center located in Boyden Hall. Services of the center are open to all Bridgewater State College students regardless of financial aid status.

ALUMNI SCHOLARSHIPS

The Bridgewater Alumni Association provides scholarships to Bridgewater undergraduate students. These individual scholarships are provided by separate trust funds, each specifying the particular criteria to be utilized in selecting a recipient for that award. Application

forms are available during February each year and may be accessed on the BSC Web site at www.bridgew.edu.

GRADUATE ASSISTANTSHIPS

A limited number of graduate assistantships are offered by the Graduate School, subject to the availability of funds, in areas associated with certain programs of the college. For details regarding graduate assistantships, see the "School of Graduate Studies" section of the catalog.

OTHER SCHOLARSHIPS

In order to give recognition and prestige to student achievement on campus, many academic departments, clubs, and campus organizations sponsor scholarships and monetary awards to deserving Bridgewater State College students. A complete listing may be found in the *Bridgewater State College Handbook* and further information regarding application procedures may be obtained in the Office of Student Affairs, or on the BSC Web site at www.bridgew.edu.

VETERAN'S AFFAIRS

The Veterans' Affairs Office provides general information on Veterans Educational Assistance programs, educational guidance, and other related assistance. The office is also responsible for maintaining veterans' benefit records and for submitting necessary documentation for initial enrollment and continuing eligibility benefits.

Students who may be eligible for educational benefits include students who are enrolled in day or evening classes, either full- or part-time in undergraduate, graduate and some certificate programs and are veterans of World War II, Korean, Vietnam and post-Vietnam eras; men and women in the Reserves or National Guard; husbands, wives, widows, widowers and children of veterans whose death or permanent and total disabilities were service-connected; service-connected disabled veterans, dependents of servicemen missing in action or prisoners of war for more than 90 days.

For information concerning the Veterans' Educational Assistance programs, the National Guard and selective reserve programs or the state tuition waiver program, please contact the Veterans' Affairs Office, Financial Aid Office, Tillinghast Hall, or call or visit between the hours of 8:30 AM and 5 PM, Monday through Friday. Telephone 508.531.1341.

ROTC PROGRAMS

High school seniors can apply for four- and three-year scholarships plus fees. The scholarships range includes

full-tuition, \$15,000/year and \$9,000/year. Scholarship winners also receive a \$250-\$400 stipend per month, a \$600 book allowance and uniforms. Applications for scholarships are due by December 1 of senior year.

Freshmen and sophomores already in college can compete for 2-, 3-, and 3.5-year scholarships, some of which cover full tuition, others cover \$15,000 per academic year. All scholarship winners receive a \$250-\$400 stipend per month, a \$600 book allowance and uniforms.

If you are interested in joining the Air Force ROTC program or just want more information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road Boston, MA 02215 at 617-353-6316 or 4705.

Classes are held at Boston University. You can also visit the detachment website at: www.bu.edu/af-rotc.

AIR FORCE RESERVE OFFICER TRAINING CORPS

Air Force Reserve Officer Training Corps (ROTC) is an educational and leadership program designed to provide young men and women the opportunity to become Air Force officers while completing a bachelor's or master's degree. The Air Force ROTC program prepares students to assume challenging positions of responsibility and importance in the Air Force.

Through a cross-enrolled program with Boston University, interested Bridgewater State College students may participate in the Air Force Reserve Officer Training Corps Program. Requirements include yearly Aerospace Studies classes, Leadership Laboratory classes, and physical fitness training. Mandatory weekly time commitments range from 5 to 7 hours. Once students complete their degree, the Air Force offers a wide variety of career fields from which to choose including flying, opportunities as a pilot, navigator, or weapons controller. The Air Force has opportunities for students of ANY MAJOR.

In addition to the tremendous leadership and management training that cadets receive, they can also benefit from several scholarship programs.

If you are interested in joining the Air Force ROTC program or just want more information, contact the Department of Aerospace Studies, Boston University, 118 Bay State Road, Boston, MA 02215 at 617-353-6316 or 4705.

Classes are held at Boston University. You can also visit the detachment website at: www.bu.edu/af-rotc.

UNDERGRADUATE ACADEMIC PROGRAMS

BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Bachelor of Arts and Bachelor of Science degree programs prepare students for fields of endeavor related to the following areas of study and for graduate school. Some of the degree programs prepare students for secondary, middle school or PreK-12 specialist teaching if secondary education is selected as a minor.

Accounting and Finance
Anthropology
Art
Aviation Science
Biology
Chemistry
Chemistry-Geology
Communication Arts and Sciences
Computer Science
Criminal Justice
Earth Sciences
Economics
English
Geography
Health Education
History
Management
Mathematics
Music
Philosophy
Physical Education
Physics
Political Science
Psychology
Social Work
Sociology
Spanish

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but no later than the end of the sophomore year, in order to be certain that course selection will allow graduation with the desired degree.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4:00 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

BACHELOR OF SCIENCE IN EDUCATION

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies regarding proposed regulations changes which may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog entitled "School of Education and Allied Studies" for important licensure information including institutional deadlines.

The Bachelor of Science in Education is offered in the following areas:

Early Childhood Education
Elementary Education
Special Education

In cases where students with double or dual majors are eligible for a BA, BS and/or BSE degree, the student will select which major department will make the decision regarding the degree to be awarded.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4:00 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

MAJOR

Students must meet all requirements of the major as specified under the departmental listings. A minimum of 30 credits and a maximum of 36 credits within the major may be required by a department. The 30 to 36 credits reflect all courses taken in the major department, including those that are listed under the distribution of Core Curriculum Requirements. At least one half of the required courses in the major field (excluding cognate requirements) must be successfully completed at this college. A minimum 2.0 GPA in the major is required for graduation. For purposes of determining the 2.0 requirement for the major, the major shall be defined as including only those courses required in the department in which the major is housed or in the major/concentration program

in cases where more than one major/concentration is offered in a department. Students should select a major by the end of the sophomore year.

DOUBLE MAJOR

In order to graduate with a double major, students must meet all requirements of both majors. Completion of the double major will be reflected on the finalized transcript.

Students who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences.

CONCENTRATION

A concentration is a unified set of courses usually composed of core requirements and of those additional course requirements particular to the chosen area of concentration. The total number of core and particular requirements must be at least 24 but not more than 36 credit hours. Cognate courses (required courses outside the major department) are not counted as part of the 36 hours. Only students selecting the major field of study may complete a concentration within that major. The concentration is noted on the transcript. Concentrations are available in:

Accounting and Finance

Accounting

Finance

Anthropology

Cultural Anthropology

General Anthropology

Public Archaeology

Art

Art Education

Art History

Crafts

Fine Arts

Graphic Design

Photography

Aviation Science

Aviation Management

Flight Training

Biology

Biomedical/Molecular Biology

Environmental Biology

General Biology

Chemistry

Biochemistry

Environmental Chemistry

Professional Chemistry

Communication Arts and Sciences

Communication Studies

Dance Education

Theater Arts

Theater Education

Early Childhood Education

Early Education and Care, PreK-K

Earth Sciences

General

Environmental Geosciences

Geology

English

English Education (High School, Middle School)

Writing

History

Military History

Management

General Management (Human Resources, Operations)

Energy and Environmental Resources Management

Global Management

Information Systems Management

Marketing

Transportation

Music

Music Education

Philosophy

Applied Ethics

Physical Education

Athletic Training Education Program (ATEP)

Coaching

Exercise Science/Health Fitness

Motor Development Therapy/Adapted Physical Education

Recreation

Recreation and Fitness Club Administration

Teacher Licensure in Physical Education (PreK-8)

Teacher Licensure in Physical Education (5-12)

Physics

General Physics

Professional Physics

Political Science

American Politics
International Affairs
Legal Studies
Public Administration

Psychology

Child Psychology
Industrial and Organizational Psychology
Medical and Health Psychology

Sociology

City, Community and Region
Education
Global Studies
Third World Studies

Special Education

Communication Disorders

MINOR

A minor is a unified set of courses chosen outside of the major field of study requiring not less than 18 nor more than 21 hours. The minor is recorded on the student's transcript. Minors may include courses from only one department or may be interdisciplinary. Students may use courses that satisfy Core Curriculum Requirements or departmental requirements to fulfill interdisciplinary minor requirements unless otherwise prohibited. At least one half of the courses required for the minor must be successfully completed at this college. Students must achieve a minimum 2.0 cumulative average in declared minors. Specific requirements for a minor are found under the departmental descriptions.

Minors are offered in:

Accounting and Finance
Actuarial Science
American Studies
Anthropology
Art
Art History
Asian Studies
Aviation Science
Biochemistry
Biology
Biotechnology
Canadian Studies
Chemistry
Civic Education and Community Leadership
Coaching
Communication Disorders
Communication Studies

Computer Science

Criminal Justice
Dance
Earth Sciences
Economics
English
Environmental Biology
Exercise Physiology
Forensic Psychology
Geography
Geophysics
Health Promotion
Health Resources Management
History
Irish-American Studies
Latin American and Caribbean Studies
Management
Mathematics
Music
Philosophy
Physics
Political Science
Psychology
Public History
Public Relations
Recreation
Russian and East European Studies
*Secondary Education (High School, Middle School, PreK-12 Specialist)**
Social Welfare
Sociology
Spanish
Special Education
Theater Arts
Urban Affairs
Women's and Gender Studies

*Students who wish to become middle school, secondary teachers or PreK-12 specialists elect a minor in secondary education and a major from one of the major fields offered. This minor requires more than 21 hours in order to satisfy Massachusetts licensure standards.

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies regarding proposed regulations changes which may have an impact on their licensure program.

All undergraduate and graduate students seeking licensure must consult the section of this catalog entitled "School of Education and Allied Studies" for important information including institutional deadlines.

CORE CURRICULUM REQUIREMENTS

Bridgewater State College's Core Curriculum was developed to serve as the educational foundation that all Bridgewater State College students will build on to complete their program of study. The Core Curriculum features a skills-centered, outcomes based distribution model of general education that allows students a wide choice of courses and the flexibility to integrate the requirements of their major with the broader, liberal education that is required of responsible citizens of the 21st century. Students who complete the BSC Core Curriculum will learn a significant body of factual knowledge as well as understand the intellectual foundations, conceptual frameworks, and methodologies of the major academic disciplines.

The BSC Core Curriculum is composed of four main areas:

- 1. Skill Requirements:** All students are required to demonstrate proficiency in the skill areas of writing, logical reasoning, mathematical reasoning, and spoken communication.
- 2. Core Distribution Requirements:** All students will learn about the arts, humanities, the natural and social and behavioral sciences, global culture, multiculturalism, application of quantitative skills and the U.S. and Massachusetts Constitutions.
- 3. Seminars:** The First and Second Year Seminars are key features of the BSC Core Curriculum. These topic courses will allow students to explore an area of interest in a small, discussion-oriented course. The First Year Seminar is a writing intensive course designed to engage the student in college-level learning. The Second Year Seminar is either speaking or writing intensive and will engage students in the connections between classroom learning and the world.
- 4. Requirements in the major:** To connect the Core Curriculum with each major, students will complete one writing intensive course in their major and will be able to demonstrate information literacy and technology proficiency in their major.

* Must be taken in 1st year

** Must be taken in 2nd year

*** May be taken anytime

Core Skills Requirements

ENGL 101 Writing I (CWR1)*

ENGL 102 Writing II (CWR2)*

PHIL 111 Foundations of Logical Reasoning (CLOR)*

Foundations of Mathematical Reasoning (CMAR)**

Select one course:

MATH 100 Precalculus Mathematics

MATH 105 Selected Topics in Mathematics

MATH 107 Principles of Mathematics I

MATH 110 Elementary Statistics I

MATH 120 Introduction to Linear Algebra

MATH 130 Discrete Mathematics I

MATH 141 Elements of Calculus I

MATH 142 Elements of Calculus II

MATH 151 Calculus I

MATH 152 Calculus II

Spoken Communication (CSPK)**

Select one course:

COMM 130 Human Communication Skills

THEA 210 Oral Interpretation

Core Distribution Requirements***

These courses will not satisfy the Core Skills Requirements. A course may be applied to a Core Distribution Requirement and one or more of the Additional Distribution Requirements. All requirements must be met.

Fine and Performing Arts (CFPA)**

Select two courses from below:

ARTH 101 Introduction to Art

ARTH 102 Introduction to Architecture

ARTH 201 Ancient and Medieval Art and Architecture

ARTH 202 Renaissance and Baroque Art and Architecture

ARTH 205 Asian Art Survey: India, China and Japan

ARTS 125 Drawing I

ARTS 130 Two-Dimensional Design

ARTS 140 Three-Dimensional Design

MUSC 120 Class Guitar I (Classical Guitar)

MUSC 130 Voice Class I

MUSC 140 Class Piano I

MUSC 160 Music: A Listening Approach

MUSC 162 Music in African Culture

MUSC 163 Music of the Non-Western World

MUSC 165 Introduction to Women Composers

MUSC 166 Survey of American Jazz

MUSC 168 American Popular Music

MUSC 170 Music Fundamentals

MUSC 240 Class Piano II
PHED 146 Dance Appreciation
PHED 260 World Dance
THEA 110 Theater Appreciation
THEA 115 Play Production
THEA 120 Introduction to Acting
THEA 146 Dance Appreciation
THEA 222 Asian Theater
THEA 226 Children's Theater
THEA 236 The American Musical Theater
THEA 260 World Dance

Humanities (CHUM)

Select three courses from below:

ENGL 211 Literary Classics of Western Civilization to 1600
ENGL 214 The Classical Tradition
ENGL 221 Major British Writers to 1800
ENGL 222 Major British Writers since 1800
ENGL 231 Major American Writers to 1865
ENGL 232 Major American Writers since 1865
ENGL 233 Introduction to the African American Novel
ENGL 241 Shakespeare
ENGL 251 Literary Themes
ENGL 252 Literary Types
ENGL 253 Non-Western Literature
ENGL 254 Literature for Elementary Education Majors
ENSL 101 English as a Second Language I
ENSL 102 English as a Second Language II
ENSL 151 Intermediate English as a Second Language
HIST 111 Western Civilization to the Reformation
HIST 112 Western Civilization since the Reformation
HIST 131 World History to 1500
HIST 132 World History since 1500
HIST 151 Asian Civilization
HIST 161 History and Culture of Mexico
HIST 221 United States History and Constitutions to 1865
HIST 222 United States History and Constitutions since 1865
LACH 101 Elementary Chinese I
LACH 102 Elementary Chinese II
LAFR 101 Elementary French I
LAFR 102 Elementary French II
LAGE 101 Elementary German I
LAGE 102 Elementary German II
LAIT 101 Elementary Italian I
LAIT 102 Elementary Italian II
LAJA 101 Elementary Japanese I

* Must be taken in 1st year

** Must be taken in 2nd year

*** May be taken anytime

LAJA 102 Elementary Japanese II
LAJA 151 Intermediate Japanese
LAPO 101 Elementary Portuguese I
LAPO 102 Elementary Portuguese II
LAPO 151 Intermediate Portuguese
LARU 101 Elementary Russian I
LARU 102 Elementary Russian II
LARU 151 Intermediate Russian
LASP 101 Elementary Spanish I
LASP 102 Elementary Spanish II
LASP 151 Intermediate Spanish
LASP 230 Contemporary Latin America Short Story in Translation
PHIL 205 Medical Ethics
PHIL 235 Human Rights and Human Liberties
PHIL 248 Buddha, Socrates, Jesus
PHIL 303 Major Modern Philosophers
PHIL 325 Philosophy of Art
PHIL 404 Mind and Language

Natural Sciences**

Laboratory Sciences (CNSL):

Select two courses from below (one must be a laboratory science):

BIOL 100 General Principles of Biology
BIOL 102 Introduction to Zoology
BIOL 117 The Biological Environment
BIOL 121 General Biology I
EASC 100 Physical Geology
PHYS 100 Physics in the Natural World
PHYS 107 Exploring the Universe
PHYS 181 Elements of Physics I
PHYS 182 Elements of Physics II
PHYS 183 Aviation Physics
PHYS 243 General Physics I
PHYS 244 General Physics II

Non-Laboratory Sciences (CNSN):

BIOL 110 Biology: A Human Approach
BIOL 115 Microbial World and You
BIOL 119 The Botanical World
BIOL 128 The Biology of Human Sexuality
EASC 194 Environmental Geology
PHYS 102 Modern Physics for the Humanist
PHYS 180 Energy and its Social Uses

Social and Behavioral Sciences (CSOC)

Select two courses from below:

ANTH 100 Introduction to Cultural Anthropology
ANTH 101 Biological Anthropology
ANTH 103 Introduction to Archaeology
ANTH 110 Introduction to Folklore

ANTH 111 Myth and Culture
 ANTH 115 Anthropology of Race, Class and Gender
 ANTH 120 First Nations: Global Indigenous People
 ANTH 204 Global Human Issues
 ANTH 206 Native Cultures of North America
 ANTH 208 Anthropology of Women
 ANTH 209 Peoples and Cultures of Africa
 ANTH 213 Latin American Peoples and Cultures
 ANTH 215 The Caribbean
 ANTH 216 Peoples and Cultures of the Near East
 ANTH 405 Forensic Anthropology
 COMM 365 Introduction to Intercultural
 Communication
 ECON 101 Principles of Microeconomics
 ECON 102 Principles of Macroeconomics
 INTD 200 Introduction to Canadian Studies
 POLI 172 Introduction to American Government
 POLI 260 International Relations
 POLI 274 Western Political Thought: Plato to the
 Present
 POLI 275 Comparative Government
 POLI 277 American Government: State and Local
 POLI 279 Introduction to Public Administration
 POLI 350 Research Methods in Political Science
 PSYC 100 Introductory Psychology
 PSYC 200 Non-Western Theories of Personality
 PSYC 230 Cross-Cultural Psychology
 SOCI 102 Introduction to Sociology
 SOCI 103 Social Problems
 SOCI 104 Global Human Issues
 SOCI 204 Gender, Sexuality and Society
 SOCI 214 Middle Eastern Societies
 SOCI 217 East Asian Societies: China and Japan
 SOCI 218 Chinese Society and Culture
 SOCI 219 Population and Society
 SOCI 220 Third World Societies
 SOCI 338 Game Theory and the Law
 SOCI 360 Feminist Theory in Sociology
 SOCI 391 Seminar: Social Data Analysis

Additional Distribution Requirements***

Core Skills courses may not satisfy these requirements, but courses listed in Core Distribution Requirement areas may also be listed here.

Writing Intensive (CWRT)

Select two courses from below.

Note: First Year and writing intensive Second Year Seminars that fulfill a Core Distribution area may also be used.

* Must be taken in 1st year

** Must be taken in 2nd year

*** May be taken anytime

ANTH 110 Introduction to Folklore
 ANTH 111 Myth and Culture
 ANTH 215 The Caribbean
 ENGL 211 Literary Classics of Western Civilization
 to 1600
 ENGL 214 The Classical Tradition
 ENGL 221 Major British Writers to 1800
 ENGL 222 Major British Writers since 1800
 ENGL 231 Major American Writers to 1865
 ENGL 232 Major American Writers since 1865
 ENGL 233 Introduction to the African American Novel
 ENGL 241 Shakespeare
 ENGL 251 Literary Themes
 ENGL 252 Literary Types
 ENGL 253 Non-Western Literature
 ENGL 254 Literature for Elementary Education Majors
 PHIL 248 Buddha, Socrates, Jesus
 PHIL 303 Major Modern Philosophers
 PHIL 325 Philosophy of Art
 PHIL 404 Mind and Language
 POLI 274 Western Political Thought: Plato to the Present
 SOCI 204 Gender, Sexuality and Society
 SOCI 219 Population and Society
 SOCI 360 Feminist Theory in Sociology
 THEA 236 American Musical Theater

Speaking Intensive or Additional Writing Intensive (CSPI or CWRT)

Select:

ANTH 216 Peoples and Cultures of the Near East
 (CSPI)

or

an additional Writing Intensive Course (CWRT)

Note: First and Second Year Seminars that fulfill a Core Distribution area may be used.

Writing Intensive in the Major (CWRM)

Select one course for each major as described in the major(s) requirements.

BIOL 428 Microbiology
 COMM 495 Communication Studies Seminar
 COMM 496 Seminar in Mass Communication
 ENGL 496 Seminar: American Literature and Culture
 POLI 475 Senior Seminar in Political Science
 SOCI 370 Sociological Analysis

Global Culture (CGCL)

Select two courses from below.

ANTH 100 Introduction to Cultural Anthropology
 ANTH 110 Introduction to Folklore
 ANTH 111 Myth and Culture
 ANTH 120 First Nations: Global Indigenous People

ANTH 204 Global Human Issues
 ANTH 206 Native Cultures of North America
 ANTH 208 Anthropology of Women
 ANTH 209 Peoples and Cultures of Africa
 ANTH 213 Latin American Peoples and Cultures
 ANTH 215 The Caribbean
 ANTH 216 Peoples and Cultures of the Near East
 ARTH 101 Introduction to Art
 ARTH 102 Introduction to Architecture
 ARTH 201 Ancient and Medieval Art and Architecture
 ARTH 202 Renaissance and Baroque Art and Architecture
 ARTH 205 Asian Art Survey: India, China and Japan
 ENGL 211 Literary Classics of Western Civilization to 1600
 ENGL 214 The Classical Tradition
 ENGL 253 Non-Western Literature
 ENSL 101 English as a Second Language I
 ENSL 102 English as a Second Language II
 ENSL 151 Intermediate English as a Second Language
 HIST 111 Western Civilization to the Reformation
 HIST 112 Western Civilization since the Reformation
 HIST 131 World History to 1500
 HIST 132 World History since 1500
 HIST 151 Asian Civilization
 HIST 161 History and Culture of Mexico
 INTD 200 Introduction to Canadian Studies
 LACH 101 Elementary Chinese I
 LACH 102 Elementary Chinese II
 LAFR 101 Elementary French I
 LAFR 102 Elementary French II
 LAGE 101 Elementary German I
 LAGE 102 Elementary German II
 LAIT 101 Elementary Italian I
 LAIT 102 Elementary Italian II
 LAJA 101 Elementary Japanese I
 LAJA 102 Elementary Japanese II
 LAJA 151 Intermediate Japanese
 LAPO 101 Elementary Portuguese I
 LAPO 102 Elementary Portuguese II
 LAPO 151 Intermediate Portuguese
 LARU 101 Elementary Russian I
 LARU 102 Elementary Russian II
 LARU 151 Intermediate Russian
 LASP 101 Elementary Spanish I
 LASP 102 Elementary Spanish II
 LASP 151 Intermediate Spanish
 LASP 230 Contemporary Latin American Short Story in Translation

* Must be taken in 1st year

** Must be taken in 2nd year

*** May be taken anytime

MUSC 162 Music in African Culture
 MUSC 163 Music in the Non-Western World
 PHED 260 World Dance
 PHIL 248 Buddha, Socrates, Jesus
 PHIL 303 Major Modern Philosophers
 POLI 275 Comparative Government
 PSYC 200 Non-Western Theories of Personality
 PSYC 230 Cross-Cultural Psychology
 SOCI 104 Global Human Issues
 SOCI 214 Middle Eastern Societies
 SOCI 217 East Asian Societies: China and Japan
 SOCI 218 Chinese Society and Culture
 SOCI 220 Third World Societies
 THEA 222 Asian Theater
 THEA 260 World Dance

Multiculturalism (CMCL)

Select one course from below.

ANTH 100 Introduction to Cultural Anthropology
 ANTH 115 Anthropology of Race, Class and Gender
 ANTH 204 Global Human Issues
 ANTH 206 Native Cultures of North America
 ANTH 208 Anthropology of Women
 ANTH 209 Peoples and Cultures of Africa
 ANTH 213 Latin American Peoples and Cultures
 ANTH 215 The Caribbean
 ANTH 216 Peoples and Cultures of the Near East
 ARTH 205 Asian Art: India, China and Japan
 COMM 365 Introduction to Intercultural Communication
 ENGL 233 Introduction to the African American Novel
 HIST 111 Western Civilization to the Reformation
 HIST 112 Western Civilization since the Reformation
 HIST 131 World History to 1500
 HIST 132 World History since 1500
 HIST 151 Asian Civilization
 HIST 161 History and Culture of Mexico
 LASP 230 Contemporary Latin American Short Story in Translation
 MUSC 166 Survey of American Jazz
 POLI 275 Comparative Government
 PSYC 200 Non-Western Theories of Personality
 PSYC 230 Cross-Cultural Psychology
 SOCI 102 Introduction to Sociology
 SOCI 103 Social Problems
 SOCI 104 Global Human Issues
 SOCI 204 Gender, Sexuality and Society
 SOCI 214 Middle Eastern Societies
 SOCI 217 East Asian Societies: China and Japan
 SOCI 220 Third World Societies
 SOCI 360 Feminist Theory in Sociology
 SPED 203 Cultural Diversity Issues in Society and Schools
 THEA 222 Asian Theater

Application of Quantitative Skills (CQR)

Select one course from below, or a second Mathematical Reasoning course may be taken (CMAR):

PHYS 100 Physics in the Natural World
PHYS 102 Modern Physics for the Humanist
PHYS 107 Exploring the Universe
PHYS 180 Energy and its Social Uses
PHYS 181 Elements of Physics I
PHYS 182 Elements of Physics II
PHYS 183 Aviation Physics
PHYS 243 General Physics I
PHYS 244 General Physics II
POLI 350 Research Methods in Political Science
SOCI 338 Game Theory and the Law
SOCI 391 Seminar: Social Data Analysis

United States and Massachusetts Constitutions (CUSC)

Select one course from below:

ACFI 305 Business Law I
HIST 221 United States History and Constitutions to 1865
HIST 222 United States History and Constitutions since 1865
POLI 172 Introduction to American Government
POLI 277 American Government: State and Local Government
POLI 279 Introduction to Public Administration

Seminars

Each seminar may also fulfill a Core Distribution Requirement and an Additional Distribution Requirement.

XXXX199 First Year Seminar (CFYS)

XXXX298 Second Year Seminar (Speaking Intensive) (CSYS)

or

XXXX299 Second Year Seminar (Writing Intensive) (CSYS)

Bridgewater State College considers any student with less than 24 credit hours to be a 1st year student and any student with 24-53 earned credit hours to be a 2nd year student.

Please note:

- Only certain BSC courses have been approved for use in the Core Curriculum. Please see <http://www.bridgew.edu/corecurriculum> for a complete list of approved courses and for the most up to date information regarding the Core Curriculum.

- Students entering BSC in the fall of 2006 as first time students to BSC **MUST** follow the new Core Curriculum.
- Students who have been at BSC but have stopped out or have been separated will initially be placed under the fall 2006 catalog and the Core Curriculum. **HOWEVER**, these students may petition to follow an earlier catalog.
- All students must follow the requirements listed in a single catalog. Students may not use the major requirements from one catalog year and the General Education (GERs) or Core Curriculum requirements from another year.
- Students who transfer more than 24 credits to BSC will have the CFYS (First Year Seminar) waived. Students who transfer more than 53 credits will have the CSYS (Second Year Seminar) waived. However, transfer students will still need to fulfill the Writing Intensive and Speaking Intensive requirements.
- Appeals will be heard by the Associate Dean of Arts and Sciences.
- Students who believe that they have met the outcomes for a BSC Core requirement by taking a course at another college should submit a Core Curriculum Substitution form to the Office of the Dean of Arts and Sciences.

DIRECTED STUDY

The college permits students to pursue their interests through directed study. Such an undertaking involves independent thinking, hard work and creativity along with the guidance and help of a faculty member. The end result should be a paper or project accepted by the faculty member working with the student. Directed Study, which is limited to three credits with a maximum of six credits for graduation purposes and is primarily for upperclassmen, is available for the pursuit of independent work. Application forms for directed study are available from the student's major department and should be submitted to the department chairperson for his/her recommendation and then forwarded to the appropriate school dean for approval.

INTERNSHIP, PRACTICUM, AND FIELD EXPERIENCE

A number of departments within the college offer students the opportunity to enroll in an internship, practicum or field experience for academic credit. Such experiences provide students, usually in their third or fourth year, the chance to undertake a supervised prac-

tical experience in their field of study. Normally, field experience opportunities are available only during the fall and spring semesters.

Students interested in such a field experience have the option of 1) consulting with their faculty adviser for details on programs available through the department, or 2) developing their own program proposals, subject to the approval of the department. If the field experience desired is proposed by the student, it is the student's responsibility to locate a faculty member who will provide the necessary supervision.

Application and Selection

Application forms for a field experience are available from the student's department. The completed form must be filed with the chairperson of the department in which the field experience is to be undertaken no later than the end of the first quarter of the semester prior to the semester in which the field experience is to be undertaken.

The department will screen all applications in order to select students best suited for the positions available. The chairperson will forward the application forms to the dean of the appropriate school for approval. The completed form must be received by the registrar's office prior to the end of the drop/add period to enroll the student.

Applicants to internships must have completed at least 54 credits with a minimum 2.5 cumulative GPA. Departments may set higher standards.

Supervision and Grading

Supervision, evaluation and grading of a field experience is the responsibility of a faculty member in the department offering the program. A student may be removed from the program if, in the judgement of the faculty supervisor, it is in the best interests of the student, agency and/or college. Grades are based on written evaluations from both the faculty supervisor and the agency supervisor.

Credit

From three to 15 credits in field experience may be earned and applied toward graduation requirements. The number of credits which may apply toward the major will be determined by each department. A minimum of 45 clock hours in the field is required for each credit hour granted.

Compensation

Normally, students may not be compensated except for minimal amounts to cover such expenses as travel.

HONORS PROGRAM

The Honors Program at Bridgewater State College encourages gifted and highly motivated students to reach their highest potential through critical thinking, scholarship and research. Small classes and close student-faculty relations provide for the vigorous and thorough exchange of ideas, while the program as a whole attempts to create an atmosphere fostering intellectual, artistic and academic achievement.

The program does not require students to complete additional coursework beyond the 120 credit hours necessary for graduation; instead, students earn honors credits, as described below, by taking honors sections of regular courses and/or honors colloquia during their freshman and sophomore years, by completing honors work in certain 300 and 400 level courses during their junior and senior years, and by researching and writing an honors thesis in their senior year.

Honors students are required to meet with either of the directors once a semester to discuss their work in the program.

For all honors work completed with a grade of B (3.0) or higher, students receive honors credit on their transcripts, and those who complete the program receive an honors degree – a goal worth serious effort both for the intrinsic satisfaction it brings and the advantage it provides at a time of strong competition for graduate and career opportunities.

COMMONWEALTH HONORS

Students can participate in the Honors Program in two ways: by undertaking all of the requirements listed below for *Commonwealth Honors* or by undertaking the requirements listed only under "Junior and Senior Years" for *Departmental Honors*. Commonwealth Honors runs throughout a student's undergraduate career, whereas Departmental Honors takes place only in the student's last two years. Commonwealth Honors includes the requirements for Departmental Honors; a student might undertake only Departmental Honors if he or she transferred to Bridgewater State College or developed an interest in pursuing honors work after the freshman year.

Freshman and Sophomore Years (for Commonwealth Honors)

Students seeking Commonwealth Honors must accumu-

late a total of 12 credits of honors level work at the 100-200 level preferably, but not necessarily, during their first two years. Honors credit at this level can be earned in two ways: by taking four three-credit *honors courses* or by taking a mix of three-credit *honors courses* and one-credit *honors colloquia* totaling 12 credits. Both honors courses and colloquia are described in the *Course Schedule* issued shortly before registration.

Honors courses: Honors courses are specially-designed sections of regular 100-200 level courses. Most fulfill Core Curriculum credit and thereby impose no additional requirements for graduation. These courses offer small class size (usually capped at 15 students), more active discussion, greater student and faculty interaction, more challenging material, and often an emphasis on writing and oral presentation. Honors courses have recently been offered in art, biology, chemistry, English, history, mathematics, philosophy, political science and psychology.

Honors colloquia: Honors colloquia carry one academic credit, meet once a week for 50 minutes, and culminate in a paper or scientific project which provides the major part of the grade. Minimum enrollment in each colloquium is two and the maximum is 12. Although most colloquia stand on their own, some are attached to regularly offered courses which form part of the student's normal program. Colloquia offer intense study in a wide range of topics not usually found at this level.

Whether in honors classes or colloquia, students are expected to maintain a cumulative Grade Point Average (GPA) of 3.3. Students whose GPA falls between 3.3 and 2.7 may remain in the program for a further semester after which they will be dropped if the deficiency is not corrected; students whose GPA falls below 2.7 will be dropped from the program at that time. In either case, whenever the GPA returns to 3.3, students may re-enter the program. Although the honors directors have discretion to retain students in the program who do not meet these requirements, by the time of graduation students must have attained a cumulative GPA of 3.3.

Junior and Senior Years

Students who have completed the 12 credits of honors work described above and who have attained a cumulative GPA of at least 3.3 are eligible to continue by entering a Departmental Honors program or, if the student's major does not offer Departmental Honors, by undertaking, through the Honors Center, an individually designed interdisciplinary honors program (both of which require an application, either to the Departmental Honors Committee or the Honors Center).

The following departments offer Departmental Honors:

Accounting and Finance	Movement Arts, Health
Art	Promotion and Leisure
Biology	Studies
Chemistry	Management
Communication Studies	Philosophy
and Theater Arts	Physics
English	Political Science
Foreign Languages	Psychology
History	Social Work
Mathematics and	
Computer Science	

Honors work at this level emphasizes independent study and research in the major, or combination of majors if interdisciplinary. Students are required to take nine credits of honors work at the 300-400 level and can do so by combining *Honors Contracts* and the *Honors Thesis*. A student can earn honors credit in an upper-division course by submitting an Honors Contract, in which the student and instructor devise an advanced project within the course that emphasizes independent research on a particular subject. The student then completes a special advanced project, under the instructor's direction, in conjunction with the course. As a senior, the student researches and writes an honors thesis (earning three credits for "XXXX485 Honors Thesis") under the direction of a faculty member on a one-on-one basis; this can be done for either one or two semesters (we encourage two semesters, but students should discuss this with their Departmental Honors Committee and thesis adviser). Whether the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee or, where appropriate, by the student's Interdisciplinary Honors Committee. For many students the honors thesis is the intellectual high point of the undergraduate experience – fascinating and exciting in its own right, and valuable as a preparation for graduate school or professional employment.

Credit requirements for Commonwealth Honors may be summarized as follows:

- At least 12 honors credits at the 100 or 200 level in three-credit honors classes and one-credit honors colloquia;
- Nine credit hours in honors course work at the 300 or 400 level obtained by undertaking honors contracts (three credits each semester). Forms for honors contracts and the honors thesis can be picked up from the Honors Center or your department office and should

- be filled out, signed, and returned to the Honors Center during the first two weeks of the semester);
- A public presentation of the thesis work at some campus forum, such as a department event or the Undergraduate Research Symposium held each April.

Students who complete the program will have the phrase “with Commonwealth Honors” entered on their transcripts.

DEPARTMENTAL HONORS

Students wishing to undertake only upper-division Honors work can apply to their major department to do departmental honors around the end of the sophomore or beginning of the junior year, and should complete those requirements listed above under “Junior and Senior Years.” For specific requirements and expectations, please consult your Departmental Honors Committee or request a copy of the Departmental Honors Programs brochure from the Honors Center.

SCHOLARSHIPS

Bridgewater State College offers a variety of academic scholarships ranging from presidential and Tsongas scholarships, administered by the Office of Admissions, to the more specialized scholarships described on the Student Affairs Web site www.bridgew.edu/studentaffairs. Of particular interest to students in the Honors Program is the Adrian Tinsley Program for Undergraduate Research which offers generous financial support for students’ research. Full details concerning this program are available in the Honors Center.

HONORS CENTER

Students in the program have access throughout the year to the Honors Center in the Academic Achievement Center on the ground floor of Maxwell Library. Designed as a study area and meeting place for students in the honors program, the center has large work tables, comfortable chairs, computers, a refrigerator and a lending library. Students will also find copies of past honors theses written by BSC honors students; information about Fulbright, Goldwater and other national scholarships; and announcements of national and regional undergraduate research conferences in which honors students are encouraged to participate. The center is open from 9 AM to 5 PM on Monday through Friday during the academic year.

HONORS PROGRAM DINNER

At least once each year the program hosts a dinner for students and faculty featuring an informal talk by an off-campus speaker of note. Recent speakers have included

Congressman Barney Frank; historian and activist Howard Zinn; Thomas Payzant, superintendent of schools in Boston; Jack Beatty of the *Atlantic Monthly*; and Jeff Jacoby of *The Boston Globe*. The honors program also hosts extracurricular activities such as movie nights, theater excursions, and other events suggested by students in the program.

HONOR SOCIETIES

Several departments invite academically talented students to join nationally recognized honor societies. For information on the following, contact the department chairperson.

Alpha Mu Alpha (Marketing)
Kappa Delta Pi (Education)
Lambda Pi Eta (Communication Studies)
Omicron Delta Epsilon (Economics)
Phi Alpha, Beta Chi Chapter (Social Work)
Phi Alpha Theta (History)
Pi Kappa Delta (Forensics)
Pi Mu Epsilon (Mathematics)
Pi Sigma Alpha, Pi Upsilon Chapter (Political Science)
Psi Chi (Psychology)
Sigma Gamma Epsilon, Zeta Iota Chapter (Earth Science and Geography)

INTERDISCIPLINARY PROGRAMS

The college offers a number of interdisciplinary programs, providing majors, minors and preprofessional programs. See the section on “Interdisciplinary and Preprofessional Programs”.

UNDERGRADUATE ACADEMIC POLICIES

POLICY DEALING WITH ACADEMIC INTEGRITY

Institutions of higher education are dedicated to the pursuit of truth. In this pursuit, academic honesty is of fundamental importance. Faculty, students and administrators all have a responsibility to value, demonstrate and safeguard academic integrity as one of the college's most essential institutional values.

The college has an obligation to establish and promote standards of academic integrity, and each member of the college community has the responsibility to understand, support, and practice them. When standards of academic integrity are followed, teaching and learning can proceed in an environment of trust. When such standards are violated, teaching and learning are in doubt and suspicion. Therefore, the best interests of the college community require that cases of alleged academic dishonesty be addressed seriously but equitably.

At Bridgewater State College, academic honesty is expected of all students; plagiarism and cheating are not condoned and are subject to academic penalty, which may result in a failure for the course in which the violation took place. A violation may result in a reduced grade, suspension, or dismissal from the college.

Academic misconduct includes, but is not limited to, plagiarism, cheating, and dishonest practices. The procedure for implementing an academic penalty for academic misconduct is as follows:

- The instructor shall notify the student of the alleged violation, and they shall discuss the matter usually within seven days of the notice of the alleged infraction. The instructor and/or the student may request that the department chair, or other party from the College, be present at this meeting. The instructor shall notify the department chair and the associate vice president for academic affairs of the nature of the alleged violation, the outcome of the meeting held with the student, and the penalty, which may include a reduced grade on an assignment or in the course, including failure. The instructor reports the case to the academic review panel, and *may* refer the case for review. The instructor shall inform

the student that further action may be taken by the associate vice president for academic affairs, in cases of repeat offenses. The associate vice president for academic affairs will refer cases of repeat offenses to the academic review panel.

- If the matter is not resolved, the student or instructor may request a hearing within five school days before the academic review panel, and the student and instructor, each with a representative serving in an advisory capacity, should either choose to have one, shall meet with the panel to discuss the alleged violation of college policy. The academic review panel shall conduct its investigations usually within 15 days following notification and shall follow the requirements of due process. Based upon the allegations or evidence received, the panel may recommend further sanctions, or no change in sanctions, or a reduction in sanctions, and will take into account any previous infractions only after it concludes its investigation of the present case. Further sanctions may include suspension or expulsion.

Requests by students for hearings by the academic review panel will be considered on the basis of inappropriate sanctions, violation of due process, procedural error that negatively impacted the outcome, or new evidence that was not reasonably available at the time of the meeting with the instructor.

The academic review panel will consist of three faculty members and two student members of the academic policies committee, appointed annually by the chairperson of that committee; three members must be present, including at least two faculty members, to constitute a quorum. In addition, the associate vice president for academic affairs will serve in a non-voting capacity as advisor to the panel and will maintain a record of reported violations by students. Multiple offenses by a student may have a bearing on the sanctions imposed by the panel. All evidence before the academic review panel is confidential.

Any decision of the academic review panel shall be forwarded in writing to the associate vice president for academic affairs, who shall inform both the student and the instructor of the decision in writing by hand delivery or by return-receipt-requested, addressee-only mail.

An appeal by either party shall be made to the vice president for academic affairs.

ACADEMIC STANDARDS

In order for a matriculated or nonmatriculated student to avoid separation from Bridgewater State College, his/her cumulative GPA must remain above the probation level as indicated below:

EARNED CREDIT HOURS	ACADEMIC WARNING	PROBATION GPA	SEPARATION BELOW THIS GPA
0-16	2.0-2.19	Below 2.0	1.00
17-31	2.0-2.19	Below 2.0	1.50
32-46	2.0-2.19	Below 2.0	1.65
47-61	2.0-2.19	Below 2.0	1.75
62-89	2.0-2.19	Below 2.0	1.85
90 and above	must maintain 2.00 or better	—	2.00

In order for a first semester transfer student to avoid separation from the college, his/her cumulative GPA must remain at 1.5 or above. After the first semester, a transfer student follows the table above.

ACADEMIC PROBATION

Students on academic probation are limited to 13 semester hours during the semester they are on probation. In addition, academic probation may involve 1) an adjustment in the student's academic load, 2) frequent interviews between the student and adviser for the analysis of difficulties and for checking the student's progress, 3) a stipulation that certain courses be taken to improve the student's academic performance, 4) restrictions on the student's extracurricular activities, and 5) other such precautions as are deemed advisable.

ACADEMIC SEPARATION

Students who have been academically separated from the college may not take courses at the college (day or evening) for at least one academic semester. After this time period, students may apply for readmission through the admissions office. Although not required, it is recommended that readmission applicants give evidence of at least one semester of academic work with a 2.5 GPA or better at some other institution of higher learning. Students who have previously completed courses at a college are reminded that a total of not more than 69 credit hours may be transferred from two-year institutions. However, course work taken elsewhere will not necessarily be accepted as transfer credit. An undergraduate matriculated student who is academically dismissed twice can only apply for readmission after a three-year period. If readmitted, the student is placed on academic probation and must achieve a minimum GPA of 2.0 in order to continue.

The grade point average of the student will be resumed after readmission. Students who have left the college for a minimum of three years may be given special consideration upon written appeal to the vice president for academic affairs.

Note: Academic readmission or reinstatement to the college does not guarantee renewed financial aid eligibility. The student must contact the Financial Aid Office to be considered for financial aid.

DISMISSAL POLICIES

Students are admitted to Bridgewater State College with the expectation that they will accept and abide by the standards of conduct and scholarship established by the faculty, administration and student governing boards. The college reserves the right to require students to withdraw who do not maintain acceptable academic standing. The college also reserves the right to dismiss, with due process, students who do not meet the requirements of conduct and order or whose behavior is inconsistent with the standards of the college. The *Bridgewater State College Handbook* outlines campus policies and may be obtained in the Office of Student Affairs.

SATISFACTORY ACADEMIC PROGRESS

In addition to being in good academic standing (please see the preceding section), a student is defined as making satisfactory academic progress when the academic record shows successful completion of a specified number of credits per semester. Full-time students must earn a minimum of 10 semester credits each semester to achieve satisfactory academic progress. Students should note that many financial assistance programs require participants to make satisfactory academic progress in order to remain eligible.

See the "Financial Aid" section of this catalog for further information concerning satisfactory academic progress for financial aid purposes.

AWARDING OF UNDERGRADUATE DEGREES

COMMENCEMENT CEREMONY

The college conducts two commencement ceremonies annually, in winter and in spring. Students who complete requirements in August or December will be invited to participate in the winter ceremony.

DEGREE APPLICATION

Students who believe they are ready to receive their degree from Bridgewater State College are required to

complete a formal degree application. These applications are available in the Registrar's Office. Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

Recommended graduation application deadlines are listed below:

March 15: for winter/January graduation

October 15: for spring/May graduation

March 15: for summer/August graduation

GRADUATION REQUIREMENTS

Curricula leading to baccalaureate degrees are so planned that a student carrying 15 credit hours each semester will ordinarily be able to complete the requirements for graduation in four years or eight semesters. Degrees will be awarded to candidates who have fulfilled the following:

1. A MINIMUM of 120 credits, distributed according to the Core Curriculum Requirements, the requirements of the declared major and any free electives. Satisfactory completion of all requirements for a bachelor's degree must be under a catalog in effect within eight years of the date of graduation. The catalog used, however, may be no earlier than the catalog in effect at the time of matriculation or, in the case of a change of major or minor, no earlier than the catalog in effect when the major or minor was formally declared.
Note: This policy does not apply to students enrolled in programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable;
2. A MINIMUM of 30 credit hours completed at Bridgewater State College, including at least one half of the required courses in the major and any minor field (excluding cognate requirements).
Note: Not more than 69 credits earned at a two-year institution and not more than 90 credits earned at a four-year institution may be accepted in transfer by Bridgewater State College and applied to the baccalaureate degree;
3. A MINIMUM cumulative grade point average (GPA) of 2.0 (or higher if required by the major at Bridgewater State College) and any other academic requirements of the student's major department as approved by college governance procedures;

4. A MINIMUM cumulative grade point average (GPA) of 2.0 or higher in the student's major(s) and minor(s) requirements taken at Bridgewater State College. The major GPA includes only those courses required in the department in which the major is housed or in the major/concentration program in cases where more than one major/concentration is offered in a department.

- The credit earned in an introductory college skills course may not be used to satisfy Core Curriculum Requirements nor may it be applied toward the minimum number of credits required for graduation in any major.

- From any and all cocurricular activities in which a student might wish to participate and for which the college grants or may decide to grant credit in the future, a student may accumulate not more than one credit per semester, nor more than two per year, nor more than six per college career.

Exception: All one credit cocurricular and physical education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted toward graduation.

- Students will not be allowed to receive their diplomas or transcripts until all financial debts to the college have been paid.

Conferral of a degree occurs when the registrar finalizes the student's academic record and confirms that all requirements have been satisfied. Participation in the commencement ceremony does not constitute conferral of the degree. Similarly, inclusion of a student's name in such publications as the commencement program does not confirm eligibility for the degree.

Graduation Requirements – Second Degree Program

Upon admission to a second undergraduate degree program (see the "Undergraduate Admissions" section of this catalog), the student will meet with an adviser from the major department to plan a course of study based on the current requirements of that major. That course of study must be approved by the chair of the department and forwarded to the assistant registrar. Any changes in that course of study must also have the approval of the adviser and the chair and be forwarded to the assistant registrar. If a student does not complete the course of study within four years of admission, the department may require the student to change the course of study to reflect changes in major requirements. (Note: This time period does not apply to students enrolled in

programs governed by state and/or federal regulations where current academic requirements may need to be met. Students should check with their departments where applicable.)

The graduation requirements for a second degree are as follows:

1. The completion of a minimum of 30 semester hours at Bridgewater State College beyond the first degree with a minimum cumulative grade point average (GPA) of 2.0 (or higher if required by the major department).
2. The completion of at least one half of the required courses in the second degree major (excluding cognate requirements) at Bridgewater State College. The remainder of the major requirements may be satisfied by the transfer of courses from another accredited institution.
3. A minimum cumulative grade point average (GPA) of 2.0 (or higher if required by the major department) in the student's major requirements taken at Bridgewater State College. The major GPA includes only those courses required in the department in which the major is housed or in the major/concentration program in cases where more than one major/concentration is offered in a department.
4. The completion of all cognate requirements for the major as outlined on the adviser-approved course of study.

The Bridgewater State College Core Curriculum Requirements are satisfied by the student's first bachelor's degree, whether that degree was earned at Bridgewater State College or another accredited institution. Each student, however, must fulfill the state-mandated requirement in United States and Massachusetts Constitutions.

Both the cumulative grade point average (GPA) and the major grade point average (GPA) for the second degree will be based on all grades received at Bridgewater State College, and all undergraduate courses will appear on one continuous academic record. A student must maintain a minimum 2.0 cumulative GPA in order to remain in good academic standing at the college and continue in the program. Upon completion of the second degree, the student will be eligible to attend commencement and graduate with honors based on the cumulative GPA for all undergraduate level work attempted at Bridgewater State College.

GRADUATION WITH HONORS

Academic excellence for the baccalaureate program is recognized by awarding degrees *summa cum laude* (cumulative GPA of 3.8 or higher), *magna cum laude* (cumulative GPA of 3.6 to 3.79), and *cum laude* (cumulative GPA of 3.3 to 3.59). The cumulative GPA determined for honors is based on all college-level work attempted at Bridgewater State College.

The *Commencement Program* is printed prior to grades being submitted for the student's final semester; therefore, the Registrar's Office must print the honors designation that a student has earned up to the time of publication. The student's diploma and finalized transcript, however, will reflect the official honors designation based upon the student's final grade point average.

GRADING SYSTEM

The college uses the letter-grade system of marking to indicate the student's relative performance: A – Superior; B – Good; C – Satisfactory; D – Poor; F – Failure; IP – In Progress; W – Withdrawn. Grades in the A, B, C, and D ranges may include a designation of plus or minus. In computing averages, grades are assigned the following numerical values:

A	4.0	B-	2.7	D+	1.3
A-	3.7	C+	2.3	D	1.0
B+	3.3	C	2.0	D-	0.7
B	3.0	C-	1.7	F	0.0

Certain courses such as internships and practica may be offered on a Pass (P)/No Pass (N) basis. Courses whose credits cannot be used toward degree credits earned (ex. Freshman Skills courses) are assigned grades of Satisfactory (S)/Unsatisfactory (U). No numeric value is assigned to grades P, N, S, or U. A symbol of WA may be given to any student who ceases attending a course without withdrawing between the end of the drop/add period and the end of the withdrawal period.

Grades for all courses (day and evening) at Bridgewater State College become a part of the student's record and are used in computing the GPA.

AUDIT

A student may audit (AU) a course to gain knowledge in a particular subject area without earning credit or a grade. Students auditing a course attend and participate in classes; however, they are exempt from examinations. The course is automatically designated AU and becomes part of the student's permanent academic record. Audited courses will not be used to fulfill degree or graduation requirements. Students must submit a completed Course Audit Request

form before the close of the drop/add period. Forms are available at the Registrar's Office.

CHANGE OF GRADE

If a student believes that a mistake was made in the original grade recorded for a course, the student may petition the instructor for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

DEAN'S LIST

The dean's list is published at the end of each semester to honor the academic achievement of full-time matriculated undergraduate students. A 3.3 average for the semester is required with a minimum of 12 credits completed and no grades of "incomplete" (IN).

GRADE POINT AVERAGE (GPA)

The Grade Point Average indicates the student's overall academic average. It is calculated on both a semester and a cumulative basis. The GPA is computed by multiplying the grade numerical value received in each course by the number of credit hours per course. These totals are combined, and the result is divided by the total number of semester hours carried.

EXAMPLE COURSE	NO. OF HOURS		GRADE		TOTAL
Biology	3	x	(A)	4.0	12.0
French	3	x	(C+)	2.3	6.9
English	3	x	(B)	3.0	9.0
History	3	x	(B+)	3.3	9.9
Math	3	x	(B-)	2.7	8.1
	15				45.9
	$45.9 \div 15 = 3.06 \text{ GPA}$				

Projecting an Anticipated Grade Point Average

If a student hopes to earn an overall 3.3 GPA, he or she can project the semester GPA needed to achieve this goal by following the steps listed below:

1)	3.3 desired GPA	x	30 total credit hours at the end of next semester	=	99.0 necessary grade points
2)	99.0 necessary grade points for desired GPA	-	45.9 grade points already earned	=	53.1 grade points needed next semester
3)	53.1 grade points needed	÷	15 credit hours for next semester	=	3.54 semester GPA needed for an overall 3.3 GPA

INCOMPLETE

An incomplete (IN) may be given at the discretion of the instructor. The time by which missing work must be made up, both in graduate and undergraduate courses, is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. If a course is not successfully completed by this deadline, the incomplete will automatically be changed to a grade of "F" (failure), N (No Pass), or U (Unsatisfactory).

All work must be completed prior to graduation, including resolution of any grades of incomplete. The record is finalized as of the date the degree is conferred.

MID-SEMESTER WARNING NOTICES

Faculty may elect to send mid-semester warning notices to undergraduate students who are receiving less than a C- (1.7) average in any course at that time. It is the student's responsibility to meet with his/her adviser and the instructor of any course in which a warning is received. Since mid-semester warning notices are not issued by all instructors, students who do not receive notification are cautioned not to presume that they are maintaining a grade of C- or better.

REPEAT COURSES

Undergraduate students may repeat a course for which they receive a grade of C- or less. Although all courses will appear on the student's transcript, credit for the course will be awarded only once unless otherwise stated in the college catalog. For the first three times that a course is taken, only the most recent grade will be used to calculate the GPA, regardless of which grade is higher. All grades for courses taken the third and subsequent times will be used in the calculation of the student's GPA. [This policy does not apply to courses taken at the graduate level.]

Please note that the Veterans Administration will not pay for a repeated course in which a passing grade has previously been earned.

REGISTRATION AND ENROLLMENT POLICIES

ATTENDANCE POLICY

Students are responsible for satisfactory attendance in each course for which they are registered. Satisfactory attendance shall be determined by the instructor within the context of this policy statement. The approval of excused absences and the assignment of make-up work are the prerogative of the course instructor. The college's health services does not make judgments about whether a student can attend class except in rare cases when attendance would be harmful to the student's health or the health of others. In general, students will be excused without penalty for reasons such as illness, participation in official college events, personal emergencies and religious holidays. Students should consult with faculty members in advance of any absence whenever feasible.

NOTE: If a student fails to attend the first three class hours of a course, the instructor has the option of deleting the student from the class roster.

If a student has a concern with regard to the attendance policies or a faculty member has a concern about a student's excessive absence, he or she should confer with the chairperson of the department.

CHANGE/DECLARATION OF CONCENTRATION

To elect a concentration, students must complete a Concentration Declaration Form in the Academic Achievement Center. Students may change their concentration at anytime by obtaining the necessary form from the Academic Achievement Center.

CHANGE/DECLARATION OF MAJOR FOR FRESHMEN

All students who enter as freshmen must formally declare a major or choose the status of an undeclared major. The undeclared student should select a major by the end of the sophomore year. Freshmen may change their area of interest by obtaining the necessary forms from the Academic Achievement Center. Although early childhood, elementary education and special education majors may not be formally admitted into the teacher education program until the second semester of the sophomore year, they must confirm their continued interest in these majors by the same process used by the other freshmen for declaration of majors. In addition to their education program, students must also elect a major in the liberal arts.

CHANGE OF MAJOR FOR UPPERCLASSMEN

Students may change majors at any time by obtaining the necessary forms from the Academic Achievement Center, securing the signatures of the department chairpersons involved, and filing the completed form with the Academic Achievement Center.

CHANGE/DECLARATION OF MINOR

In order to be enrolled in any minor offered by the college, a student must declare the intended minor on forms available from the Academic Achievement Center. Students may change their minor at anytime by obtaining the necessary form from the Academic Achievement Center.

Students planning on being certified as secondary or middle school teachers should declare their minor in secondary education during their freshman or sophomore year.

Certification that the requirements of the minor have been met is made on the Degree Application Card by the department offering the minor. Students must achieve a minimum 2.0 cumulative average in declared minors for graduation.

CLASSIFICATION DESIGNATION

Students are designated as being in a given classification on the basis of the number of credits they have earned for courses completed successfully. The list below shows the number of credits which must be recorded in order for a student to be designated as a member of a particular classification.

Students should understand that these are *minimum* totals of credits accrued. The normal course load is 15 credits per semester, and it is this total which, maintained over eight semesters, yields the 120 credits required as a minimum for the baccalaureate degree.

For registration purposes, students will be classified based upon the total number of credit hours earned prior to the semester in which the registration is held.

Classification	Credit Hours Completed
Senior	84
Junior	54
Sophomore	24
Freshman	—

COURSE AUDIT

Students may audit courses under the guidelines noted below. The student will receive no academic credit for the courses nor will a grade be reflected in his or her cumulative grade point average.

- A student may audit a course subject to the approval of his or her adviser or department chairperson and consent of the instructor.
- A student is subject to conditions established by the department and/or instructor for the audited course.
- A student registering for credit has course enrollment preference over an auditing student. Therefore, a student must register for audit only during the drop/add period by submitting forms provided by the Registrar's Office. A student's status as an auditor in a course cannot be changed.
- A student may register for one audit course per semester. Exception may be granted by petition to the appropriate school dean.
- A student receives no credit for an audited course. The student's academic record will reflect the course enrollment with the notation AU.
- A student will be charged the same tuition and fees for an audited course as for a course taken for credit.

COURSE DROPS AND ADDS

The Drop/Add Schedule is as follows:

- The Drop/Add period for 15-week semester courses ends after the 6th weekday of the semester.
- The Drop/Add period for 7-week quarter courses ends after the 3rd weekday of the quarter.
- The Drop/Add period for 5-week summer courses ends after the 3rd weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the 5th weekday of the session.
- The Drop/Add period for nonregular courses ends one weekday after the first class meeting. However, students cannot add intensive – e.g., weekend or one-week – courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Drop/Add forms are available at the Registrar's Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" may be entered on their academic record. This grade will be used in computing the GPA.

COURSE LOADS

Full-time undergraduate students must carry a course load of 12 to 18 credit hours or the equivalent each semester. The typical course load is 15 hours. Students wishing to carry more than 18 credit hours must receive permission from the appropriate school dean prior to registration. Failure to carry at least 12 credit hours may jeopardize housing, financial aid status and athletic eligibility.

It is recommended that students limit their course loads during the summer to six or fewer credit hours each session.

It is recommended that students not carry semester courses during the session in which they enroll in student teaching.

CREDIT BY EXAMINATION

The college encourages qualified students to meet certain graduation requirements through "Credit by Examination." Currently the college will award credit for successful completion of the College Level Examination Program's (CLEP) general or subject area examinations. In addition, certain departments offer their own examinations for which credit can be awarded. Additional information can be obtained from the Test Center in the Academic Achievement Center, 508.531.1780.

See the "Undergraduate Admissions" section of this catalog for further information concerning credit by examination.

INTERCOLLEGIATE ATHLETICS ELIGIBILITY

The following five rules govern intercollegiate athletics eligibility for most students attending Bridgewater.

1. A student-athlete must be a full-time undergraduate student.
2. A student-athlete must maintain a minimum of 12 credit hours or the equivalent each semester.
3. A student-athlete must maintain a minimum grade point average (GPA) of 2.0.
4. A student-athlete must pass 24 credit hours (normal progress rule) or the equivalent in an academic year as a full-time student.
5. A student-athlete must sign the NCAA student-athlete statement concerning eligibility, a Buckley Amendment consent and a drug testing consent.

Student-athletes are required to undergo both physical and orthopedic examinations prior to competing on intercollegiate teams. Specific information on these exams can be obtained either from the director of athletics or from the head athletic trainer.

In addition, there are very specific requirements which must be met by transfer students from other four-year institutions, transfer students from two-year or junior colleges and students who have been involved in multiple transfers. For information, please confer with the director of athletics.

On a case-by-case basis, a student enrolled in a part-time academic course load, as an accommodation to a documented disability, will not be excluded from participating in athletic programs. The student shall follow the normal petition and appeal processes through the director of athletics and recreation.

LEAVE OF ABSENCE

Undergraduate students who wish to interrupt academic studies for one or two semesters (excluding the summer sessions), for financial, professional or personal reasons, need not officially withdraw from the college. Instead, students may take a one or two semester leave of absence by notifying the Academic Achievement Center no later than 30 days prior to the beginning of the first semester of leave. Such a leave of absence will not affect a student's academic standing, the program and degree requirements under which that student first matriculated, or one's future eligibility for financial aid or housing, provided that the returning student meets specified guidelines and deadlines for application for such services. Please consult the financial aid office in advance to determine the effect of a leave on aid.

MAKE-UP TESTS AND EXAMINATIONS

The procedure for making up an examination held during the semester is determined by the individual instructor or the department. If a student misses an examination, it is the student's responsibility to notify the instructor immediately so that alternative arrangements may be made.

The privilege of making up a final examination will be granted only when the cause has been the serious illness of the student or a member of his or her immediate family. All such excuses must be documented by a medical doctor and submitted to the instructor of the course.

PREREQUISITES

Students must have the necessary prerequisite for each course. Prerequisites, if any, are indicated with the individual course listing and are enforced at the time of registration. Prerequisite courses taken at institutions other than Bridgewater State College must be documented (transcript or grade report, and, in some cases, course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override Form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the School of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission form and obtain all required signatures.

REGISTRATION

Preregistration is held for returning, matriculated undergraduate, graduate and joint admission students in November for the spring semester and in April for the fall semester. During the advising period held two weeks prior to registration, a student meets with his/her adviser to review the student's progress toward meeting Core Curriculum Requirements and specific degree requirements. A class schedule is developed, and the student's registration form is signed by the adviser. In the case of double majors, the form must be signed by both advisers. Preregistration is available via the Web and in person. Students who wish to register via the Web must secure electronic permission to register from their adviser at their advising session. Preregistration time is based on the student's classification (senior, junior, sophomore, etc.) at the close of the previous semester.

THE COURSE SCHEDULE, published shortly before each registration period, provides specific registration dates and instructions on how to register. Students will not be allowed to register for courses until all financial debts to the college are paid and health records are up to date.

TRANSFER OF CREDIT AFTER ADMISSION

In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar's Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. Approval must be obtained prior to registering for class. It is the student's responsibility to have official transcripts sent directly by the institution to the Registrar's Office within six weeks after the completion of the course.

NOTE: Not more than 69 credits earned at a two-year institution and not more than 90 credits earned at a four-year institution may be accepted in transfer.

Grades for courses taken at an institution other than Bridgewater State College are not used in computing the student's GPA.

WITHDRAWAL FROM THE COLLEGE

Forms for official withdrawal from the college may be obtained from the Academic Achievement Center located in the Maxwell Library. Professional staff from the Academic Achievement Center will assist in completing the process, including the review of alternatives available to the student. Should the student leave the college without giving official notification, failing grades will be recorded for all courses. After the tenth week of classes, grades will be recorded for all classes and the withdrawal will not be effective until the last day of the semester.

WITHDRAWAL FROM COURSES FOLLOWING THE DROP/ADD PERIOD

Students may withdraw from courses following the Drop/Add period if they submit a Course Withdrawal Form to the Registrar's Office by the appropriate date listed below. The Course Withdrawal Form must be signed by the course instructor and the student's adviser or the chairperson of student's major department to acknowledge that the student has conferred with these parties. If a student falls below full time status after withdrawing from a course, he or she should be aware that eligibility for some sources of financial aid and health insurance and participation in extra curricular activities and on-campus housing may be affected.

The Course Withdrawal Schedule is as follows:

- The Withdrawal period for 15-week semester courses ends the weekday following the completion of the 10th week of the semester.
- The Withdrawal period for 7-week quarter courses ends the weekday following the completion of the 5th week of the quarter.
- The Withdrawal period for 5-week summer courses ends the weekday following the completion of the

3rd week of the session.

- The Withdrawal period for 10-week summer courses ends the weekday following the completion of the 7th week of the session.
- The Withdrawal period for non-regular courses typically ends one weekday following the point when approximately 70% of the course has been completed. Students should consult the Registrar's Office for exact deadlines for withdrawal from these courses.
- Students who are taking a course on-line or off-campus or who are non-degree seeking must meet established deadlines and procedures.

No withdrawals will be permitted after these deadlines unless the student can demonstrate that extraordinary circumstances (i.e., sudden illness, a death in the family) have prevented the student from withdrawing by the published deadline. Consult the Academic Achievement Center for more information about withdrawals after the deadline.

Course withdrawals will be indicated on the student's transcript with a "W" and will not affect the calculation of the student's grade point average.

SCHOOL OF GRADUATE STUDIES

Dr. William Smith, 508.531.2809
Interim Dean, School of Graduate Studies

Raymond Guillette, 508.531.1300
Assistant Dean

Tisa Cohane, 508.531.6143
Director, Off-Campus Programs and Graduate School Services

Web site: www.bridgew.edu/SOGS

The School of Graduate Studies is responsible for the administration of all graduate courses and programs.

The School of Graduate Studies at Bridgewater State College provides leadership, coordination and support for all academic departments engaged in graduate instruction. The graduate dean, the graduate faculty and the Graduate Education Council are responsible for the maintenance of appropriate standards for graduate degrees and certificates.

The primary objective of Bridgewater State College's graduate programs is to increase to an advanced level each graduate student's understanding of and competence in a designated field of study. By extending the student's area of knowledge, research skills and creative talents, the graduate programs of the college aim to increase the individual's ability to pursue and contribute to a satisfying career.

The School of Graduate Studies is located in the Maxwell Library, ground floor, Park Avenue entrance. The office is open Monday through Thursday from 8 AM to 7:30 PM and Friday from 8 AM to 5 PM. The office is open evenings only when classes are in session. Contact the School of Graduate Studies for evening hours at 508.531.1300 or e-mail at gradschool@bridgew.edu.

Persons interested in pursuing a master's degree, certificate of advanced graduate study (CAGS) or post baccalaureate licensure program on either a full-time or part-time basis should request appropriate application materials from the Office of School of Graduate Studies. Students are responsible for being aware of the general policies, procedures and requirements for graduate courses and programs outlined in the following pages prior to enrolling in courses carrying graduate credit.

For additional information relative to a specific graduate program, students should contact the appropriate department program coordinator in the department involved.

GENERAL POLICIES AND PROCEDURES

Students are responsible for all information given in the latest edition of the catalog. Students who have questions regarding the graduate regulations presented in this catalog should contact the School of Graduate Studies.

Graduate students who experience problems pertaining to graduate policies, including academic performance, program requirements or other academic issues, may petition to have the matter considered through the established review process of the School of Graduate Studies:

1. Submit a written appeal to the course instructor if the issue is course-related or to the academic adviser if the matter is program related.
2. If unresolved, submit a written appeal to the department graduate program coordinator.
3. If unresolved, submit a written appeal to the appropriate school dean.
4. If unresolved, submit a written appeal to the dean of the School of Graduate Studies.
5. The dean of the School of Graduate Studies will submit graduate student petitions to the Graduate Education Council for review. (The Graduate Education Council consists of representatives from the college's graduate faculty, administrators and graduate student body.)

ACADEMIC INTEGRITY POLICY

The School of Graduate Studies at Bridgewater State College, like all institutions of higher learning, considers academic integrity to be an important hallmark for graduate students and scholars. The importance of academic integrity and honesty, which is taught at the undergraduate level, continues to be even more vital for scholars and researchers at the graduate level, who find themselves writing seminar papers, research papers and theses. All graduate degree programs at Bridgewater State College require courses in research where conventions of documentation are taught. Graduate students, who are acquiring scholarly habits and skills in degree programs, must rely on the scholarship that has preceded them, and they must acknowledge the

scholarship in their own academic work by adhering to the time-honored conventions of their discipline. In short, graduate students are entering a community of scholars and must respect the rules and traditions of that community. Sometimes, however, graduate students violate the accepted principles and policies of academic integrity and honesty. The dean of the School of Graduate Studies reviews any infractions of academic integrity. The following examples represent a partial list of serious breaches of academic integrity:

1. Plagiarizing any published or online source, including "Blackboard" and other online discussions, and claiming them as one's own;
2. Not properly documenting quotations and paraphrases in one's texts, i.e. not using footnotes, endnotes, parenthetical citations or other conventional methods of documentation;
3. Inadequate paraphrasing, with or without proper documentation;
4. Copying portions of Internet sources without proper documentation and citations;
5. Creating false documentation, i.e. purposely fabricating information used in references, endnotes and footnotes;
6. Using or copying from another student's written work with or without the student's permission;
7. Taking an examination for another student;
8. Cheating on an examination;
9. Purchasing a paper or assignment from an online source or another student and claiming it as one's own;
10. Writing a paper or report for another student;
11. Altering or falsifying data;

Serious violations of academic integrity are not limited to this list. Penalties for academic misconduct may include the following:

1. A grade of "F", "N", or "U" (as appropriate) in the course;
2. A grade of "F" for the assignment being evaluated;
3. The assigning of additional course work;
4. Suspension from graduate programs;
5. Dismissal from graduate programs.

The procedure for implementing a penalty for academic dishonesty or misconduct, which includes, but is not limited to, plagiarism and cheating, is as follows:

1. The professor will notify graduate students of any alleged violations of the Graduate School's Academic Integrity Policy, and they shall discuss the matter in person, via e-mail or by phone within seven business days of the discovery of the alleged misconduct. (The professor may invite a third party to the meeting, if

warranted.) If it is determined that academic dishonesty or misconduct has occurred, the students' advisers, the graduate program coordinators, department chairs, the appropriate school deans and the dean of the Graduate School will be notified by the professor in writing of the misconduct, the proposed penalty, and the outcome of the discussion with the students. A record of the case, including the letter from the professor, along with any supporting documentation, will be kept in students' files at the School of Graduate Studies.

2. If the matter is not resolved through the initial process described above, students may file letters of appeal within five business days to the dean of the School of Graduate Studies, attaching any relevant documents. The dean will submit appeals to the Graduate Education Council (GEC). The professors and the students will be notified of the meeting times and dates and invited to attend a meeting of the Graduate Education Council, at which time matters will be reviewed. In conducting its reviews, the Graduate Education Council will follow the requirements of due process. Both students and professors can attend the meetings with representatives, who may serve as advisers or advocates.

Under the direction of the chair of the Graduate Education Council, the GEC will review student appeals and make its decision, which shall be forwarded in writing to the dean of the School of Graduate Studies. Based upon the allegations or evidence received, the Graduate Education Council may recommend further sanctions, no change in sanctions or a reduction in sanctions. The Graduate Education Council will take into account any previous infractions only after it concludes its investigation of the present case. Further sanctions may include suspension or dismissal.

Students and professors involved will receive copies of the decision letter from the Graduate Education Council, and copies will be provided to the students' advisers, graduate coordinators, department chairs and appropriate school dean. A copy of this letter will also be placed in students' official files in the School of Graduate Studies.

ACADEMIC DISMISSAL

If students' GPAs remain below a 3.0 for two consecutive semesters, their academic progress is in jeopardy. The School of Graduate Studies makes every attempt not to dismiss students from academic programs, though prolonged GPAs below 3.0 may result in academic dismissal.

ACADEMIC PROBATION

Any matriculated or nonmatriculated graduate students whose cumulative GPA falls below 3.0 will be notified that they are on academic probation. When graduate students are placed on academic probation, they will receive a letter from the School of Graduate Studies. This letter informs students that they should be mindful that their GPA has fallen below a 3.0. Students should discuss the matter with their advisers.

ACADEMIC STANDING FOR GRADUATE STUDENTS

In the courses which a graduate student offers to satisfy degree requirements the minimum standard for satisfactory work is a 3.0 average.

CHANGE OF GRADE

If a student believes that a mistake was made in the original grade recorded for a course, they may petition instructors for a change of grade no later than the last day of final exams in the academic semester following that in which the grade was recorded. A change of grade will not be considered after this time.

CHANGE OF NAME AND/OR ADDRESS

Students should promptly notify the Registrar's Office of any change in name or address by using the appropriate form. Official legal documentation (i.e. marriage certificate) must be presented. Forms are also available at the School of Graduate Studies or may be printed from the college Web site www.bridgew.edu/registrar/forms.cfm.

COMPREHENSIVE EXAMINATION

In most graduate programs, graduate students must take comprehensive examinations that reflect the full ranges of their programs. The comprehensive examination is based upon the student's major areas of study, as well as related areas, and may include work done on a thesis. Students must give evidence that they can integrate information and ideas from the various areas in which they have studied. The comprehensive examination may be written, oral, or web-based, as determined by the students' departments. The academic department determines the format of its comprehensive examination.

To be eligible for a comprehensive examination, students should have completed the course work specified by their major academic departments. Students who plan to take the comprehensive examination should file a Comprehensive Examination Request form in the School of Graduate Studies, with a nonrefundable comprehensive examination fee of \$60 for master's degree candidates and \$75 for CAGS candidates.

Checks should be made payable to Bridgewater State College. The completed form and fee must be filed on or before the appropriate application deadline:

October 1 November comprehensive examinations

February 1 March/April comprehensive examinations

Ordinarily, comprehensive examinations are given during the months of November and March/April. The academic departments set the specific date of the comprehensive examination.

All students who take the comprehensive examination will receive their results by mail in a timely fashion.

Students who fail the comprehensive examination shall be given one additional opportunity to pass. If students fail a second comprehensive examination, students are subject to academic dismissal. Students should meet immediately with their faculty advisers or designated personnel to review weaknesses of their performances, and prescribed programs of study should be designed to help students prepare for the second examination. After students have made substantial progress in the additional work prescribed by the department, students will be allowed to retake the comprehensive examinations.

CONTINUATION OR INTERRUPTION OF COURSE REGISTRATION

Graduate students have six (6) years to complete their degree programs. Should graduate students not enroll in courses during the fall or spring semesters or summer sessions, students will be considered inactive. If students are deemed inactive and wish to register for courses, students should seek reinstatement by contacting the School of Graduate Studies at 508.531.2783 or gradschool@bridgew.edu. This policy is designated to ensure appropriate academic advising and counseling for all graduate students enrolled in degree programs as well as non-degree students.

COURSE DROPS AND ADDS

The Drop/Add schedule is as follows:

- The Drop/Add period for 15-week semester courses ends after the sixth weekday of the semester.
- The Drop/Add period for seven-week quarter courses ends after the third weekday of the quarter.
- The Drop/Add period for five-week summer courses ends after the third weekday of the session.
- The Drop/Add period for 10-week summer courses ends after the fifth weekday of the session.
- The Drop/Add period for non-regular courses ends one

weekday after the first class meeting. However, students cannot add intensive – e.g., weekend or one-week – courses after the first class meeting.

No adds or drops will be permitted after these deadlines. Drop/Add forms are available at the Registrar's Office during the drop/add period. It is advisable that students discuss changes in their schedule with their adviser.

If students fail to drop courses appropriately, a grade of "F" will be entered on their academic record. This grade will be used in computing the GPA.

COURSE LOADS

Full-time graduate study for master's degree and CAGS students is defined, for academic purposes only, as being enrolled in nine or more graduate credits in a given semester. To be considered full-time, post-baccalaureate program students must carry a course load of at least 12 credits each semester, as defined under "Course Loads" in the Undergraduate Academic Policies section of this catalog. (The Accelerated Post-Baccalaureate program does not fall into this category.)

Full-time graduate students may register for up to 15 credits per semester and up to six credits during each of the two summer sessions. Students wishing to register for more than the maximum credit load must receive permission in writing from their graduate advisers and program coordinators.

Immunization requirements apply to all full-time graduate students, regardless of age. To achieve full-time graduate student status, according to the Commonwealth of Massachusetts Immunization Laws, students must receive nine or more credits from one institution in any one semester, regardless of the location of the course or the actual dates that the course or internship is held.

Proof of immunizations must be provided by a physician or a prior school and must include the dates of:

- two doses of measles, mumps, rubella (MMR) after the patient's first birthday and after 1967
- one dose of tetanus diphtheria (TD) within the last 10 years
- three doses of hepatitis B

Note: All newly enrolled **part-time and full-time graduate** students must provide proof of meningitis immunization or waiver. Proof must be:

- documentation of one dose of meningitis immunization within five years or

- sign the meningitis waiver at www.bridgew.edu/HealthServices/Health%20Form%20and%20Meningitis%20Waiver.doc

The Health Services staff can assist you in meeting the requirements by offering immunizations and advice on how to be compliant with the law. **Failure to comply places future registration for classes on hold until all requirements are met.**

Please call Health Services at 508.531.1252 to arrange an appointment.

COURSE REGISTRATION

Prior to the registration period for the fall, spring and summer semesters, a course schedule is published by the Registrar's Office. Hard copies of this schedule are mailed to graduate students and are available at the Registrar's Office and the School of Graduate Studies. The course schedule is also available online through InfoBear at www.bridgew.edu. Graduate students are not required to have registration forms signed by their advisers; however, graduate students should consult their advisers on a regular basis regarding their course schedules.

Graduate course work is offered on either a full-time or part-time basis. Students should realize that it is not possible to set an absolute deadline for completing a graduate program due to such factors as the college's need to reserve the right to cancel any course for which there is insufficient enrollment and the need of the departments to offer courses on a rotating basis.

DEADLINES

Graduate students are reminded to consult the annual college academic calendar for deadlines and dates for admission, comprehensive examination requests and applications to graduate. This calendar is printed in the college catalog, Course Schedule and on the college Web site.

GRADING SYSTEM

The School of Graduate Studies requires that matriculated graduate students maintain a high-level of academic standing as they advance in their degree programs. The grading system for graduate students at BSC is different from that of the undergraduate programs. Graduate course achievement will be rated A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), F (0), W (Withdrawn), IN (Incomplete), or AU (Audit). Some courses are graded on a P (Pass)/N (No Pass) or S (Satisfactory)/U (Unsatisfactory) basis. Refer to the "Course Descriptions" section in this catalog.

This grading system puts more pressure on graduate students to perform at a higher level than undergraduate students. Though graduate students may earn less than a B in a course, the overall GPA must be a 3.0 at the time of graduation.

GRADUATE AND UNDERGRADUATE CREDIT

Courses at BSC with 500- and 600-level numbers carry graduate credit and are open only to graduate students.

An undergraduate may request to enroll in a 500 level course for undergraduate credit. Approval is based upon the following criteria:

- Students must be seniors in their last semester of course work.
- Students' GPA must be a 3.5 or higher.
- Students' written requests must be approved by the chair of the students' major departments, academic school dean and the dean of the School of Graduate Studies.

Certain designated 400 level courses may be taken for either graduate or undergraduate credit. The School of Graduate Studies guidelines for faculty teaching these courses indicate that advanced work should be required of graduate students taking 400 level courses. The guidelines recommend more rigorous examinations and more sophisticated term papers so that graduate students may take into account the different quantitative and qualitative standards associated with graduate study.

GRADUATE ASSISTANTSHIP

Bridgewater State College awards graduate assistantships to students who are fully admitted to a graduate program and who maintain good academic standing during the time of the award. The total award equals approximately \$10,000 per academic year, which includes tuition and fee remission for up to 24 credits per year plus a stipend. The stipend varies between \$500 and \$550 per month. Graduate assistantships are competitive and are determined on the basis of undergraduate and/or graduate grade point average, test scores, letters of recommendation, pertinent experience, educational preparation, interviews or a combination of these factors. Graduate assistants work in an academic department or administrative office of the college for 20 hours per week. Assistantships are intended to encourage and assist superior students in pursuing graduate study and in completing the requirements for graduate degrees in the minimum possible time. Graduate research assistantships are also available.

GRADUATE RESEARCH ASSISTANTSHIP

Fully admitted full and part-time graduate students may apply to the Graduate Research Assistantship program. Graduate Research Assistantships are designed to link a graduate student together with a professor in a meaningful research project, which will be one semester or one academic year in duration. During the assistantship period, a graduate research assistant will work directly with a professor on a joint project, which will lead to a presentation at a professional conference and/or a joint publication. The research assistant will have the equivalent of a "half" assistantship, in that the student will work ten (10) hours per week with a professor, be paid a half-stipend (\$2,500 per year), and have tuition/fees remission for six (6) graduate credits per semester.

GRADUATION APPLICATION

Students should check with their advisers regarding exit requirements for their academic program, as requirements vary for each program. Students who are nearing the completion of their graduate program requirements and who plan to receive a master's degree or CAGS in January, May or August, should complete an Application to Graduate form. These forms should be completed by students, approved by the faculty advisers and program coordinators, and submitted with the candidates' Graduate Program Proposal forms to the School of Graduate Studies office on or before the appropriate application deadline.

February 1	May graduation
June 1	August graduation
October 1	January graduation

Failure to file an application before the deadline may postpone degree conferral.

GRADUATION DATES

The college has three graduation dates (May, August and January). As of the May 2006 commencement, graduate students will have a separate commencement ceremony. Students graduating in August and January are encouraged to attend the May commencement. In order to participate in a commencement ceremony all required course work and exit requirements must be completed. No degree or certificate will be conferred and no graduate transcripts will be issued unless all tuition and fees have been paid in full.

GRADUATION REQUIREMENTS

In order for students to exit from a graduate program, they must satisfactorily complete all credit requirements (with a minimum GPA of 3.0), and, in most programs, pass a comprehensive examination.

INCOMPLETE

An incomplete may be given at the discretion of the instructor. The time by which missing work must be made up, in graduate and undergraduate courses, is also at the discretion of the instructor; however, this time period may not extend beyond the last day of classes of the academic semester following that in which the incomplete was earned. Courses that are not successfully completed by this deadline will automatically be changed to a grade of "F" (Failure) or "N" (No Pass). Candidates for graduation should note, however, that all work must be completed prior to graduation, including resolution of any grades of incomplete, since as of the date the degree is conferred the record is finalized.

INDEPENDENT OR DIRECTED STUDY

Graduate students are allowed to undertake an independent or directed study under the supervision of a faculty member. The course Directed Study XXXX 503 (credit to be arranged) is designed for graduate students who desire to study selected topics in their fields. Directed study may not be used to substitute for courses that are required in the program or to study topics that are covered in required or elective courses in the program.

Directed study follows the same registration procedures as all academic course work on campus; that is, arrangement for directed study must take place prior to the time of registration with all forms completed and on file at the appropriate departmental office. Enrollment in directed study is limited to students who have been accepted to a graduate program at Bridgewater State College and who have completed a minimum of 15 approved graduate credits.

PROGRAM AND COURSE PREREQUISITES

Program and course prerequisites may be required to ensure adequate preparation for graduate work in the area of study. In certain cases, program prerequisites may be fulfilled after the applicant's acceptance by the School of Graduate Studies. Certain advanced courses may require that students have completed specific prerequisite courses.

RESEARCH

A graduate program may require enrollment in the course Research XXXX 502 (credit to be arranged) or PSYC 504 for Psychology for completion of original research undertaken by graduate students in their field. The students' investigations ordinarily culminate in a thesis. The number of credits awarded for the research may vary and students may repeat the course until a maximum of nine credits in an MA program and six credits in an MAT, MEd, MPA, MS or CAGS program is earned toward the minimum credit requirements for the degree or certificate. Consent of department and formal application required.

SATISFACTORY OR REASONABLE PROGRESS

Graduate students must make satisfactory or reasonable progress toward completion of their degree programs within the college's statute of limitations. Students who are not making such progress are subject to separation from their programs.

STATUTE OF LIMITATIONS—PROGRAM AND COURSES

All graduate program requirements, including the comprehensive examination, must be completed **within six years of the date of the student's acceptance**. In addition, no graduate course offered for master's degree or CAGS credit may be more than six years old at the time program requirements are completed.

If graduate students cannot complete degree requirements within the six-year limit because of extraordinary circumstances, they may file written appeals, requesting a reasonable extension from the School of Graduate Studies.

THESIS

A number of departments require or recommend theses in master's degree programs. A thesis, which represents original research in a discipline, is especially recommended if students have future doctoral plans. At the same time, theses allow graduate students, working closely with thesis committees, to spend serious academic time researching a narrowly focused topic in depth and produce an original text, which may be publishable. The culmination is often a text that gives students great academic pride and satisfaction.

Students writing master's theses must adhere to the following policies:

- (1) All graduate students writing master's theses must have a thesis committee, consisting of a thesis committee chair and two faculty readers. The thesis committee must be approved by the graduate coordinator.
- (2) The student writing a thesis must submit a Thesis Proposal Form, with a detailed proposal and signatures of the thesis chair, the two faculty readers, the graduate coordinator and the dean of the School of Graduate Studies. (The Thesis Proposal Form is available for download on the School of Graduate Studies Web page.) This form must be completed and signed in order for students to register for the appropriate research course, which is always the departmental XXXX 502 or PSYC 504 Research course. Students must register for at least six credits of XXXX 502, but the credits can be broken into smaller credit segments and taken over multiple semesters, particularly if

- students need a *full* academic year to write their theses. Otherwise, students can register for the full six credits during one semester.
- (3) After students obtain the necessary signatures, they then take the Thesis Proposal Form to the Registrar's Office to register for the XXXX 502 or PSYC 504 Research course.
 - (4) Students who have registered for the XXXX 502 or PSYC 504 Research course and do not complete their theses in a semester will receive an Incomplete, which will be changed to a letter grade by the theses chairpersons once the theses are completed.
 - (5) When the thesis is written and *fully* approved by the three members of the thesis committee, the chairperson and readers sign the "approval page" of the thesis, which is placed in the text of the manuscript.
 - (6) The thesis committee chairperson will acquaint graduate students with the manuscript form and style used in their respective disciplines; graduate students writing theses should examine recent theses in their academic departments.
 - (7) The School of Graduate Studies requires a minimum of four copies of the thesis to be bound: one for the Maxwell Library, one for the School of Graduate Studies, one for the students' academic department and one for the student. (Sometimes departments request an additional bound copy.) Students may also request additional bound copies of their theses.
 - (8) Copies of the completed manuscript must be brought to the School of Graduate Studies, which will arrange for the binding of the copies. A charge of \$12 for each copy will be paid by the graduate students. Students pick up their bound copies in the School of Graduate Studies.
 - (9) Theses must be submitted to the School of Graduate Studies before students are approved for graduation.
 - (10) The Maxwell Library, which will catalog all theses, acts as the official archive for all theses written as part of graduate-degree programs at Bridgewater State College.

TRANSFER CREDIT

Transfer credit at the graduate level is defined by Bridgewater State College to include two distinct credit situations. First, transfer credit is defined as being any appropriate graduate credit taken at Bridgewater State College or at another accredited institution *prior to acceptance* to a Bridgewater State College graduate program. This credit includes appropriate graduate credit earned in courses in which the student is enrolled at the time of acceptance. Second, transfer credit is defined to include appropriate graduate credit taken at an accredited institution other than Bridgewater State College *after acceptance* to a Bridgewater State College graduate program.

It should be noted, however, that not more than six graduate credits, taken both prior to and after acceptance, can be transferred from other graduate schools. All courses to be used as transfer credit in a graduate program must have the approval of the advisers and program coordinators and be recorded on students' Graduate Program Proposal forms. Details regarding the matter of transfer credit as it applies to Bridgewater State College's master's degree and CAGS programs are provided below. Students are strongly urged to process their forms for transfer credit **early** in their graduate program, rather than waiting until they apply to graduate.

Transfer Credit – Master's Degree and CAGS Programs

In most programs, students who have enrolled in appropriate courses at Bridgewater State College or at other accredited institutions prior to acceptance by the School of Graduate Studies may request that up to 12 graduate credits be accepted in partial fulfillment of degree requirements of which no more than six may be from other accredited institutions.

Beginning in January 2007, the School of Graduate Studies will limit the total number of graduate transfer credits to six (6) in programs of fewer than 40 credits. In programs requiring forty (40) or more graduate credits, students may request to transfer up to nine (9) graduate credits. The total number of transfer credits includes courses taken at Bridgewater State College before matriculation and/or graduate courses taken at another accredited institution before or after matriculation.

Program exceptions are noted in the appropriate department sections of this catalog. These credits include any credits earned in courses in which students are enrolled at the time of acceptance. It does not include prerequisites. Approval is subject to the following conditions: 1) that not more than six credits being transferred are from an accredited institution other than Bridgewater State College; 2) that a grade of B or better has been earned in all courses being transferred; 3) that courses being transferred have not been used to fulfill the requirements of another degree or certificate; and 4) that graduate transfer credits may not be more than six years old at the time program requirements are completed.

BSC has two forms used for acceptance of transfer credit. The Request to Accept Credit for Courses Taken at BSC Prior to Matriculation form is for courses being requested to transfer from within Bridgewater State College. The Graduate Transfer Credit Approval form is for courses being

requested to transfer from an accredited institution other than Bridgewater State College. Blank copies of both forms are sent to students in their acceptance packages by the School of Graduate Studies.

If courses completed at BSC prior to acceptance are to be applied toward fulfillment of requirements for a master's degree or CAGS program, students must submit the appropriate Transfer Credit forms to the School of Graduate Studies once the form is approved by the students' advisers and program coordinators. All transfer courses are subject to the regulations governing time limits – no graduate course offered for the degree may be more than six years old when degree requirements are completed.

After students have been admitted to graduate programs, a maximum of six graduate credits of grade B or better taken at institutions (accredited at the graduate level) other than Bridgewater State College may be transferred if approved by the students' advisers and program coordinators (although students should make every attempt to enroll in BSC graduate courses). It should be noted, however, that not more than a total of six graduate credits, taken both prior to and after acceptance, can be transferred from other graduate schools. An official transcript of courses taken at another accredited institution after acceptance must be sent directly to the School of Graduate Studies at Bridgewater State College. Students are responsible for submitting the transfer credit forms to the School of Graduate Studies once it is approved by the students' advisers and program coordinators.

WITHDRAWAL FROM COURSES

Students may withdraw from courses following the drop/add period if they submit a Course Withdrawal form to the Registrar's Office by the appropriate semester deadline date, which is posted at www.bridgew.edu/Registrar/dropaddwithdraw.cfm. The course withdrawal form must be signed by the course instructor. Students should discuss any course withdrawal with their advisers. If graduate students fall below full-time status after withdrawing from a course, they should be aware that eligibility for some sources of financial aid and health insurance may be affected.

The Course Withdrawal Schedule is as follows:

- The Withdrawal period for 15-week semester courses ends the weekday following the completion of the 10th week of the semester.
- The Withdrawal period for 7-week courses ends the weekday following the completion of the 5th week of the quarter.
- The Withdrawal period for 5-week courses ends the weekday following the completion of the 3rd week of the session.

- The Withdrawal period for 10-week summer courses ends the weekday following the completion of the 7th week of the session.
- The Withdrawal period for non-regular courses typically ends one weekday following the point when approximately 70% of the course has been completed. Students should consult the Registrar's Office for exact deadlines for withdrawal from these courses.
- Students who are taking a course on-line or off-campus must meet established deadlines and procedures.

No withdrawals will be permitted after these deadlines unless students can demonstrate that extraordinary circumstances have prevented them from withdrawing from the course by the published deadline. Course withdrawals will be indicated on students' transcripts with a "W" and will not affect the calculation of students' grade point averages.

WITHDRAWAL FROM THE COLLEGE

Students who decide to withdraw from a graduate program should notify the School of Graduate Studies of their intentions in writing as soon as possible. (Students should also consult course withdrawal procedures and refund policies indicated elsewhere in the catalog.)

GRADUATE PROGRAMS

MASTER OF ARTS (MA)

Programs leading to the degree of Master of Arts are offered in the following areas:

English
Psychology

MASTER OF ARTS IN TEACHING (MAT)

Programs leading to the degree of Master of Arts in Teaching are offered in the following areas:

Biology
Creative Arts
English
General Science
History
Mathematics
Music Education
Physical Science
Physics

MASTER OF EDUCATION (MED)

Programs leading to the degree of Master of Education are offered in the following areas:

Counseling
Early Childhood Education
Educational Leadership
Elementary Education
Health Promotion
Instructional Technology
PreK-12 Education (For Educators
in Non-U.S. settings)
Reading
Special Education

MASTER OF PUBLIC ADMINISTRATION (MPA)

The Master of Public Administration degree offers concentrations in the following areas:

Financial Administration
Municipal and Regional Development and
Management
Nonprofit Administration

MASTER OF SCIENCE (MS)

Programs leading to the degree of Master of Science are offered in the following areas:

Computer Science
Criminal Justice
Physical Education

MASTER OF SCIENCE IN MANAGEMENT (MS)

The Master of Science in Management degree offers concentrations in the following areas:

Accounting
Marketing
Organization Development
Technology Management

MASTER OF SOCIAL WORK (MSW)

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS)

A program leading to the CAGS in Education is offered in the following areas:

Educational Leadership
Mental Health Counseling
Reading
School Guidance Counseling

DOCTOR OF EDUCATION (EdD)

A collaborative CAGS/EdD program is offered in the areas of Educational Leadership and Reading with the University of Massachusetts-Lowell.

POST-BACCALAUREATE LICENSURE PROGRAMS

Post baccalaureate licensure programs leading to initial licensure are offered in the following areas:

Early Childhood Education
Educational Leadership (LEAD)
Elementary Education
Health (Health, Family and Consumer Sciences)
Physical Education
Secondary Education (Middle School/High
School/PreK-12 Specialist)
Special Education

POST-MASTER'S LICENSURE PROGRAMS

Post-master's licensure programs are offered in the following area:

Instructional Technology
School Guidance Counseling

PROGRAMS FOR EDUCATIONAL PERSONNEL

All candidates for Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding proposed regulations changes which may have an impact on their licensure program.

Programs designed to lead to the licensure of educational personnel are available to qualified persons who have earned a bachelor's degree and who are interested in one of the licenses listed.

To be eligible, individuals must be officially admitted by the School of Graduate Studies and the School of Education and Allied Studies to an appropriate post baccalaureate or post master's licensure program or to an appropriate Master of Arts in Teaching or Master of Education program. All of the programs listed have been approved by the Massachusetts Department of Education.

Specific information regarding programs is provided in this catalog under the School of Education and Allied Studies and appropriate departmental descriptions. For additional details regarding licensure program procedures and requirements, students should contact the appropriate program coordinator.

Educator Licensure Programs:

Administrator of Special Education (all levels)
Early Childhood Teacher of Students with or without
Disabilities(PreK-2)
Elementary (1-6)

Instructional Technology (all levels)
 Reading Specialist (all levels)
 School Adjustment Counselor
 School Business Administrator (all levels)
 School Guidance Counselor (PreK-8)
 School Guidance Counselor (5-12)
 School Principal/Assistant Principal (PreK-6)
 School Principal/Assistant Principal (5-8)
 School Principal/Assistant Principal (8-12)
 Superintendent/Assistant Superintendent (all levels)
 Supervisor/Director (all levels)
 Teacher of Biology (5-8)
 Teacher of Biology (8-12)
 Teacher of Chemistry (5-8)
 Teacher of Chemistry (8-12)
 Teacher of Dance (all levels)
 Teacher of Earth Science (5-8)
 Teacher of Earth Science (8-12)
 Teacher of English (5-8)
 Teacher of English (8-12)
 Teacher of Health/Family and Consumer Sciences (all levels)
 Teacher of History (5-8)
 Teacher of History (8-12)
 Teacher of Mathematics (5-8)
 Teacher of Mathematics (8-12)
 Teacher of Music (all levels)
 Teacher of Physics (5-8)
 Teacher of Physics (8-12)
 Teacher of Physical Education (PreK-8)
 Teacher of Physical Education (5-12)
 Teacher of Students with Moderate Disabilities (PreK-8)
 Teacher of Students with Moderate Disabilities (5-12)
 Teacher of Students with Severe Disabilities (all levels)
 Teacher of Theater (all levels)
 Teacher of Visual Art (PreK-8)
 Teacher of Visual Art (5-12)

Note: All graduate students seeking licensure and enrolling in upper-level courses in the School of Education and Allied Studies must be officially accepted by the School of Graduate Studies and the School of Education and Allied Studies.

GRADUATE CERTIFICATE PROGRAMS

Graduate certificate programs are available for students who are interested in obtaining certain basic skills and competencies in a particular area of study. Admission to graduate certificate programs is limited to students who have an earned baccalaureate degree. Courses completed in graduate certificate programs may be applied to degree

programs as long as they satisfy certain transfer guidelines.

Graduate certificate programs are offered in the following areas:

Accounting
 Finance
 Information Systems Management
 Instructional Technology
 Management
 Marketing Management

For application materials and information on graduate certificate programs contact the School of Graduate Studies at 508.531.1323.

GRADUATE ADMISSIONS

ADMISSION STANDARDS

POST-BACCALAUREATE LICENSURE PROGRAMS

Students seeking admission to a post baccalaureate initial licensure program must hold a bachelor's degree from a four-year institution of acceptable standing.

Applicants must meet the following criteria in order to be admitted by the School of Graduate Studies and School of Education and Allied Studies:

- A 2.8 undergraduate GPA
- Three (3) appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure (MTTEL).
- Official transcripts of undergraduate and graduate course work.

Please note that admission decisions to post-baccalaureate programs are made on a rolling bases when applications are submitted within a reasonable timeframe prior to the start of an academic semester.

ACCELERATED POST-BACCALAUREATE LICENSURE PROGRAM (APB)

Students seeking admission to the accelerated post-baccalaureate initial licensure program must hold a bachelor's degree from a four-year institution of acceptable standing. Candidates for the APB program will be admitted by the School of Graduate Studies based upon the recommendation of the APB coordinator. The coordinator

will base the admission recommendation on the candidate's potential to be an effective teacher based upon multiple indicators including, but not limited to, the following:

- A 2.8 undergraduate GPA
- Content competence demonstrated by a passing score on the subject matter test portion of the Massachusetts Test for Educator Licensure™ (MTEL)

Note: Candidates who are applying for a license in a field in which they did not major are subject to a review of their course background in the license area; additional content courses may be required to be completed prior to admission.

- A qualifying score on the Communication and Literacy skills portion of the Massachusetts Test for Educator Licensure™ (MTEL)
- Resume
- Experience with youth at the licensure level

Applicants to the Accelerated Post Baccalaureate (APB) licensure program should refer to the "Secondary Education and Professional Programs" section of this catalog for admission criteria.

MASTER OF ARTS IN TEACHING (MAT)

Students seeking admission to the Master of Arts in Teaching degree program must hold a bachelor's degree from a four-year institution of acceptable standing. The MAT program is designed for high school and middle school teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. Applicants must meet the following criteria in order to be admitted by the School of Graduate Studies:

- A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- An initial teaching license
- Three appropriate letters of recommendation (at least two letters of recommendation should be from professors and the third letter of recommendation could be from a professional employer)
- Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review to determine whether additional content course work will be required as program prerequisites.

MASTER'S DEGREE PROGRAMS

Please note that a number of graduate programs (including counseling, psychology, public administration, management, criminal justice, social work and certain education programs) have additional admission

requirements, which are outlined in the appropriate departmental sections of this catalog.

Students seeking admission to a program leading to a master's degree must hold a bachelor's degree from a four-year institution of acceptable standing. (College seniors may be admitted on a conditional basis, pending receipt of their degree.) Master's degree applicants must meet the following criteria in order to receive a "clear admit" (full graduate student status):

- A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed in the junior and senior years.
- A 2.8 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed in the junior and senior years for programs leading to initial licensure.
- Most programs require a composite score of 900 on the quantitative and verbal parts of the GRE General Test. Please consult the appropriate departmental section of the catalog. The Master of Science in Management program requires a GMAT score of 450 or higher.
- A rating of 1 (on part IV) on three letters of recommendation (1 being the highest rating on the scale). At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.
- Candidates for education programs leading to initial licensure need to provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure™ (MTEL). Some programs may require additional MTEL test(s). Please refer to the appropriate departmental section of this catalog.

Applicants who do not meet the "clear admit" status will be considered for a "conditional acceptance" if they meet the following criteria:

- A 2.5 undergraduate GPA based upon four years of work or a 2.75 undergraduate GPA based upon work completed during the junior and senior years.
- A composite score of 600 to 899 on the quantitative and verbal parts of the GRE General Test.
- A rating of least 2 on three letters of recommendation (1 being the highest rating on the scale). At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.
- Candidates for education programs leading to initial licensure need to provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure™ (MTEL).

Some programs may require additional MTEL™ test(s). Please refer to the appropriate departmental section of this catalog.

- Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review to determine whether additional content course work will be required as program prerequisites.

Conditions that must be met to move from conditional to full graduate student status include:

- Students must meet with their advisers who will recommend three graduate courses that must be taken at Bridgewater State College after conditional admission to the program.
- Students must attain a GPA of at least 3.0 after completion of the three required courses.

If students attain a GPA of at least 3.0 after completing the courses, they will be moved to full graduate student status. If students do not earn a GPA of at least 3.0 after completing the courses, they will be subject to academic dismissal.

CAGS AND POST-MASTER'S LICENSURE PROGRAMS

Students seeking admission to a post-master's program must hold a master's degree from an accredited institution and must meet the following criteria in order to be admitted by the School of Graduate Studies:

- A graduate GPA of 3.0
- Three appropriate letters of recommendation (at least two letters of recommendation should be from professors and the third letter of recommendation could be from a professional employer)
- Candidates for education programs leading to initial licensure need to provide qualifying scores on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure (MTEL™).

APPLICATION PROCEDURES

For most programs the School of Graduate Studies admits students for the fall and spring semesters and summer sessions of each year. An application is not complete unless all of the appropriate documents have been received by the School of Graduate Studies on or before the appropriate application deadline:

February 1	Social Work fall semester admission
March 1	Summer session admission
March 1	Psychology fall semester admission
March 1	Counselor Education fall semester admission
June 1	Fall semester admission

October 1 Spring semester admission

October 1 Counselor Education spring semester admission

Post-baccalaureate and accelerated post-baccalaureate programs have "rolling admission", accepting applications at any time, within a reasonable time frame prior to the start of an academic semester.

Applicants who have questions regarding graduate application procedures and deadlines should contact the School of Graduate Studies at 508.531.1261 or 508.531.2490. It is the responsibility of graduate students to make certain that all application documents are received on time. Applicants should indicate a specific degree or licensure program (and also the area of study) when they request application forms.

Certain programs require a formal interview with the program coordinator. Please consult the department requirements presented in this catalog.

Applicants to a graduate program should make certain that the material listed below is on file in the School of Graduate Studies. Application forms with fee payments and all other correspondence and application material should be sent to:

Bridgewater State College
School of Graduate Studies
Maxwell Library - Room 019
Bridgewater, MA 02325

An application is not complete unless all of the appropriate documents listed below have been received by the School of Graduate Studies.

1. Graduate application form and application fee

Graduate students should send the completed application form and application fee of \$50 to the School of Graduate Studies to begin the admissions' application process. (The application fee for the Accelerated Post-Baccalaureate (APB) licensure program is \$100.) Checks for the application fee should be made payable to Bridgewater State College.

2. An official copy of all undergraduate and graduate transcripts

Official transcripts must be sent directly to the School of Graduate Studies and must bear the seal and/or stamp of the issuing college. Copies of transcripts and transcripts marked "Issued to Student" are not

acceptable. Applicants who have attended more than one undergraduate college and/or graduate school should arrange to have transcripts of all course work, including grade results, from each school attended sent directly to the School of Graduate Studies. Graduates of Bridgewater State College and persons who have taken non-degree credit at the college should request the Registrar's Office to send transcripts to the School of Graduate Studies.

Applicants who have successfully completed graduate courses, as well as those who hold a degree(s) in addition to the baccalaureate, must fulfill all application requirements as set forth in the college catalog. The successful completion of graduate courses prior to application shall not obligate the academic department or the School of Graduate Studies to recommend an applicant for acceptance.

3. Letters of recommendation

Three letters of recommendation are required for all programs with the exception of the Master of Science in Management degree program, which requires two letters of recommendation.

Candidates for the master's degree in counselor education should consult that program's section of this catalog for specific instruction about letters of recommendation.

Forms for recommendations are available from the School of Graduate Studies. In general, only letters of recommendation submitted on these forms and sent by the reference directly to the School of Graduate Studies will be accepted. These letters provide an estimate of applicants' abilities to successfully pursue programs in their proposed fields or concentrations. For MAT and MEd applicants, at least two letters must be from faculty who have taught the applicants at the collegiate level (undergraduate or graduate). The third letter may be from appropriate employers or school administrators for whom the applicants have taught. For MA and MS applicants, at least two letters must be from people who have taught the applicants in the appropriate areas of concentration. The third MA and MS letter may be from faculty members who have taught the applicants at the collegiate level or from appropriate employers or school administrators for whom the applicants have taught.

4. Graduate Record Examination (GRE)

For those programs requiring the GRE as an admission

requirement, students are required to submit the results of the General Test. Applicants must arrange to have their official score report sent directly from the Educational Testing Service to the School of Graduate Studies. Bridgewater State College's CEEB code is 3517. Photocopies and scores submitted by applicants are not acceptable. Information relative to the GRE may be obtained from the School of Graduate Studies or, www.GRE.org. Students who have earned a master's degree are exempt from the GRE requirement.

5. Graduate Management Admission Test (GMAT)

Master of Science in Management applicants are required to submit GMAT scores. Applicants must arrange to have an official score report sent directly from the Educational Testing Service. Bridgewater State College's CEEB code is 3517. Photocopies and scores submitted by applicants are not acceptable. Information pertaining to the GMAT may be obtained from the School of Graduate Studies or www.mba.com. Students who have earned a master's degree are exempt from the GMAT requirement.

6. Test of English as a Foreign Language (TOEFL)

All applicants from countries where English is not the official language also must provide scores from the TOEFL examination. Ordinarily, only students with TOEFL scores of 213 (computer-based total) or better will be considered for admission.

7. Massachusetts Tests for Educator Licensure™ (MTEL) (Communication and Literacy Skills portion)

Applicants must provide a qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure™ (MTEL) as a graduate admission requirement if applying to one of the following education programs:

- Post-Baccalaureate and Accelerated Post-Baccalaureate (APB) initial teacher licensure programs. (Applicants to the Accelerated Post-Baccalaureate (APB) program must also submit a qualifying score on the appropriate MTEL subject matter test.)
- MEd and CAGS programs leading to initial administrator licensure
- All MEd programs leading to initial teacher licensure
- MEd, Post-master's and CAGS programs leading to initial support licensure; e.g. instructional technology specialist, school guidance counselor

Note: Some programs may require additional MTEL™ test(s). Please refer to the appropriate departmental section of this catalog.

8. Additional departmental requirements

There may also be special departmental requirements relative to the application, such as an interview. Such requirements, if any, are to be found under each department's description of its graduate program(s) in this catalog.

INTERNATIONAL STUDENT ADMISSION REQUIREMENTS

Students applying for admission to a BSC graduate program, who plan to come into this country on an F-1 Visa, will need to include the following documents with the application and application fee:

- **Certified bank/financial statement** attesting to the fact that funds are available specifically for educational expenses. The statement must show sufficient funding for one year of college-related costs and living expenses. Presently, BSC estimates this amount to be approximately \$15,452.
- **Test of English as a Foreign Language (TOEFL) Score** (if necessary, in accordance with English language skills). Students for whom English is a second language will be required to submit an official copy of results from the TOEFL, unless they have at least two years experience in an American college or university. Students must receive a total score of 213 from a computer-based test or 550 from a paper-based test.
- **GRE or GMAT Scores** (dependent upon program)
- **Transcripts** - All transcripts must be evaluated and translated showing equivalence of U. S. baccalaureate degree by an agency such as the Center for Educational Documentation, Boston, MA (www.cedevaluations.com), World Education Services, Inc., New York, NY (www.wes.org), or another reputable agency.
- **Three Letters of Recommendation** - At least two letters of recommendation should be academic references from professors and the third letter of recommendation could be from a professional employer.

It is strongly suggested that international students submit a completed application at least one month prior to the deadline in order to have sufficient time to receive an Initial I-20 form needed to apply for an F-1 Visa.

ADMISSIONS DECISIONS

ACTION BY THE DEPARTMENT

All completed applications are sent by the School of Graduate Studies to the academic department in which applicants propose to concentrate. After reviewing these applications, departments make recommendations to the School of Graduate Studies.

ACTION BY THE EDUCATOR LICENSURE OFFICE

All completed applications of applicants seeking licensure are sent to the Educator Licensure Office in the School of Education and Allied Studies. After reviewing these applications, decisions are given to the School of Graduate Studies.

ACTION BY THE SCHOOL OF GRADUATE STUDIES

The School of Graduate Studies, after reviewing the recommendations of the academic department, notifies applicants of the action taken.

CHANGE IN PROGRAM

Any request to change from one graduate program to another must be made prior to the deadline for receiving completed applications as indicated in the college calendar. All requests are subject to departmental approval. Students wishing to change programs should request the School of Graduate Studies office in writing to review their file to determine what additional material needs to be submitted. Appropriate credits earned prior to a program change may be transferred to the new graduate program with the approval of the new adviser and program coordinator.

GRADUATE ADVISERS AND GRADUATE PROGRAM PLANNING

Graduate students who are accepted are assigned advisers in the students' area of study. Students in several programs are required to enroll in the program planning course **GRPP 501 Graduate Program Planning (one graduate credit)** as part of the minimum credit requirements in their program. Students should consult specific program requirements to see if this course is required.

Students' academic and professional backgrounds and objectives are considered during the planning and development of a coherent program of graduate study. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their advisers immediately after acceptance by the School of Graduate Studies and prior to enrolling in any additional courses. For details, graduate students should contact their advisers.

All accepted graduate students will receive copies of the Graduate Program Proposal form from the School of Graduate Studies. Students are required to have a completed copy of this form sent to the School of Graduate Studies when applying to graduate.

GRADUATE PROGRAM REQUIREMENTS

MASTER OF ARTS

General Requirements – A minimum of 30 approved graduate credits is required for the Master of Arts (MA) degree. All credits must have the adviser's endorsement. A thesis is optional in Master of Arts programs. For additional details, students should consult appropriate departmental sections of the catalog for specific program requirements for the degree.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching (MAT) degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students needing initial licensure should refer in this section of the catalog to the program entitled "Accelerated Post-Baccalaureate Program (APB): Initial Licensure for Secondary (Subject Areas: 8-12) and Middle Level (Subject Areas: 5-8) Teachers." Students seeking licensure should also consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to licensure, admission to and retention in professional education, as well as important institutional deadlines.

General Requirements – A minimum of 33 approved graduate credits is required for the MAT degree, which is offered through the Department of Secondary Education and Professional Programs and the academic departments of the college. For program and course details, students should consult the MAT information listed in this catalog under the "Department of Secondary Education and Professional Programs" and under the appropriate academic department.

MASTER OF EDUCATION

The Master of Education (MEd) degree is designed for persons with a wide variety of academic and professional objectives. Students are encouraged to consult specific MEd program descriptions in this catalog.

General Requirements – A minimum of 30 approved graduate credits, depending upon the program, is required for the Master of Education degree. For program and course details, students should consult the appropriate departmental section of this catalog. Degree credits must have the endorsement of the adviser.

Licensure Information – A number of Bridgewater State College's master of education programs have been approved by the Massachusetts Department of Education for the licensure of educational personnel. Specific information regarding such programs is provided in this catalog under the "School of Education and Allied Studies" and appropriate departmental program descriptions. For additional details regarding certification program procedures and requirements, students should contact the appropriate graduate program coordinator.

MASTER OF PUBLIC ADMINISTRATION

The Master of Public Administration (MPA) degree provides professional education to prepare persons for leadership roles in public administration and public affairs. Program details are provided in the graduate program section under "Political Science" in this catalog.

General Requirements – A minimum of 40 to 46 approved graduate credits is required for the Master of Public Administration (MPA) degree. The MPA program accommodates the needs of both pre-career students and in-career professionals by offering alternative program requirements that take into account students' academic and professional background.

MASTER OF SCIENCE

General Requirements – A minimum of 30 approved graduate credits is required for the Master of Science (MS) degree. All credits must have the adviser's endorsement. A thesis is optional in certain Master of Science programs. For additional details, students should consult appropriate departmental sections of the catalog for specific program and course requirements for the degree.

MASTER OF SCIENCE IN MANAGEMENT

The Master of Science in Management (MS) degree prepares students to apply systems thinking to managerial

problems, direct large-scale projects, and lead people and organizations through complex change. Program details are provided in the "School of Business" section of this catalog.

General Requirements – A minimum of 30 credit hours of graduate course work, including a core of five courses, three concentration courses, one elective and one capstone course. The foundation courses must be taken prior to taking the core or concentration courses and may not be used to fulfill the 30 credit program requirements. The foundation course requirements can be satisfied by completion of approved equivalent undergraduate courses: a statistics course for MGMT 500, courses in accounting and finance for ACFI 505, and courses in marketing and law for MGMT 506. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508.531.1395 or e-mail afdept@bridgew.edu for more information.

MASTER OF SOCIAL WORK

The mission of the Master of Social Work (MSW) program is to prepare advanced professional practitioners to address regional needs, promote social justice, and enhance the strength and resilience of communities, families and individuals. Program details are provided in the "Social Work" section of this catalog.

General Requirements – A minimum of 62 approved graduate credits is required for the Master of Social Work (MSW) degree. Students enrolled in the MSW program for advanced standing are required to complete a minimum of 35 approved graduate credits.

CERTIFICATE OF ADVANCED GRADUATE STUDY

General Requirements – A minimum of 30 approved graduate credits is required for the Certificate of Advanced Graduate Study program. Courses taken for the CAGS may not repeat work previously accomplished by students in either their undergraduate or graduate degree work. At least one-half of the CAGS credits must be earned in courses limited to post-master's students (600-level).

Currently, the college offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in counseling, educational leadership and reading. For details, students should consult the counselor education, educational leadership and reading program sections of this catalog.

COLLABORATIVE CAGS/EdD PROGRAM

There is a transfer agreement between Bridgewater State College, which offers the Certificate of Advanced Graduate Study (CAGS) (see above), and the University of Massachusetts-

Lowell, which offers the Doctor of Education (EdD) degree. Further program information is provided in the "School of Education and Allied Studies" section of this catalog.

Anthropology

Art

Biological Sciences

Chemical Sciences

Communication Studies

Criminal Justice

Earth Sciences

English

Foreign Languages

Geography

History

Mathematics and Computer Science

Music

Philosophy

Physics

Political Science

Psychology

Social Work

Sociology

Theater and Dance

Dr. Howard London

Dean, School of Arts and Sciences

Dr. Rita Miller

Associate Dean, School of Arts and Sciences

ACADEMIC DEPARTMENTS

Anthropology

Dr. Curtiss Hoffinan, Chairperson

Art

Dr. Brenda Molife, Chairperson

Biological Sciences

Dr. Kevin Curry, Chairperson

Chemical Sciences

Dr. Edward Brush, Chairperson

Communication Studies

Dr. Jabbar Al-Obaidi, Chairperson

Criminal Justice

Dr. Carolyn Petrosino, Chairperson

Earth Sciences

Dr. Jacek Sulanowski, Chairperson

English

Dr. Evelyn Pezzulich, Chairperson

Foreign Languages

Dr. Fernanda Ferreira, Acting Chairperson

Geography

Dr. James Hayes-Bohanan, Chairperson

History

Professor Jean Stonehouse, Chairperson

Mathematics and Computer Science

Assistant Professor Richard Quindley, Chairperson

Music

Dr. Salil Sachdev, Chairperson

Philosophy

Dr. Aeon Skoble, Chairperson

Physics

Dr. Jeffrey Williams, Chairperson

Political Science

Dr. George Serra, Chairperson

Psychology

Dr. Ruth Hannon, Chairperson

Social Work

Dr. Rebecca Leavitt, Chairperson

Sociology

Dr. Patricia Fanning, Chairperson

Theater and Dance

Associate Professor Henry Shaffer, Chairperson

UNDERGRADUATE PROGRAMS

The School of Arts and Sciences offers undergraduate programs leading to the Bachelor of Arts or Bachelor of Science degree in the areas listed below. Listed beneath each department are the concentrations it offers. Concentrations are programs of study within the major with their own subset of requirements. Only students selecting the major field of study may complete a concentration within that major. The completed concentration is indicated on the student's transcript.

Anthropology	History
Cultural Anthropology	Military History
General Anthropology	Mathematics
Public Archaeology	Music
Art	Music Education
Art Education	Philosophy
Art History	Applied Ethics
Crafts	Physics
Fine Arts	General Physics
Graphic Design	Professional Physics
Photography	Political Science
Biology	American Politics
Biomedical/Molecular Biology	International Affairs
Environmental Biology	Legal Studies
General Biology	Public Administration
Chemistry	Psychology
Biochemistry	Child Psychology
Environmental Chemistry	Industrial and
Professional Chemistry	Organizational Psychology
Chemistry-Geology	Medical and Health
Communications Studies	Psychology
Communication Studies	Social Work
Computer Science	Sociology
Criminal Justice	City, Community and
Earth Sciences	Region
General	Education
Environmental	Global Studies
Geosciences	Third World Studies
Geology	Spanish
English	Theater and Dance
English Education (High	Dance Education
School, Middle School)	Theater Arts
Writing	Theater Education
Geography	

BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Bachelor of Arts and Bachelor of Science degree programs allow students to select from a number of areas and provide preparation for high school teaching (if secondary education is elected as a minor), graduate school, and fields of endeavor related to the major area of study.

The decision as to whether to award the degree of Bachelor of Arts or the degree of Bachelor of Science shall be consistent with the standards in the student's major field as determined by the major department.

In cases where students with double majors are eligible for a BA, BS and/or BSE, degree the student will select which major department will make the decision regarding which degree the student will be awarded.

Students are advised to consult with their department chairperson or major adviser early in their academic career, but not later than the end of the sophomore year, in order to select a major and to be certain that course selection will allow graduation with the desired degree.

Students should be aware that not all courses are offered in the evening. Students who are only able to enroll in classes 4:00 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor.

UNDERGRADUATE MINORS

In the School of Arts and Sciences the following minors in specific disciplines or interdisciplinary areas are offered:

Actuarial Science	Geophysics
American Studies	History
Anthropology	Irish-American Studies
Art	Latin American and
Art History	Caribbean Studie
Asian Studies	Mathematics
Biochemistry	Music
Biology	Philosophy
Biotechnology	Physics
Canadian Studies	Political Science
Chemistry	Psychology
Civic Education and	Public History
Community Leadership	Public Relations
Communication Studies	Russian and East
Computer Science	European Studies

Criminal Justice	Social Welfare
Dance	Sociology
Earth Sciences	Spanish
English	Theater Arts
Environmental Biology	Urban Affairs
Forensic Psychology	Women's and Gender
Geography	Studies

GRADUATE PROGRAMS

Graduate programs leading to the Master of Arts, Master of Arts in Teaching, Master of Public Administration, Master of Science and Master of Social Work degrees are offered in the following fields:

Master of Arts

English
Psychology

Master of Arts in Teaching

Biology
Creative Arts
English
History
Mathematics
Music (General)
Physical Science
Physics
Science (General)

Master of Public Administration

Concentrations:

Financial Administration
Municipal and Regional Development and
Management
Nonprofit Administration

Master of Science

Computer Science
Criminal Justice

Master of Social Work

Additional information regarding graduate programs, including application procedures and academic requirements, may be found in the School of Graduate Studies and appropriate departmental sections of this catalog.

DEPARTMENTAL COURSE DESCRIPTIONS

See the Course Descriptions section of this catalog for departmental course descriptions.

School of Arts and Sciences

ANTHROPOLOGY

FACULTY

Chairperson:	Professor Curtiss Hoffman
Professor:	Sandra Faiman-Silva
Associate Professor:	Diana Fox
Assistant Professors:	Louise Badiane, Ellen Ingmanson

Department Telephone Number: 508.531.1799

Location: Tillinghast Hall, Room 233

Web site: www.bridgew.edu/Anthro

DEGREE PROGRAMS

- BA in Anthropology
Concentrations: Cultural Anthropology, General Anthropology
- BS in Anthropology
Concentration: Public Archaeology

UNDERGRADUATE MINORS

- Anthropology

The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of professions. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships. The public archeology concentration requires that students participate in field work or laboratory work, and the department offers a summer archaeological field school.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS/BACHELOR OF SCIENCE

Anthropology, the scientific study of humankind, allows students to build cross-cultural understandings through an intensive study of other cultures. Anthropology is traditionally divided into five sub-fields: cultural anthropology, archaeology, physical (or biological) anthropology, applied anthropology, and linguistics. A major in anthropology provides students with an understanding of societies and cultures throughout the world. Students majoring in anthropology are prepared to understand and work with individuals from other cultural settings, in health care, social services and public welfare agencies; or as teachers, museum curators, environmentalists, or in private industry. Students may select a BA in cultural anthropology or general anthropology, or a BS in public archaeology. Students may also combine a major in anthropology with an education major.

CULTURAL ANTHROPOLOGY CONCENTRATION

Students taking the cultural anthropology concentration are introduced to three of the five anthropology sub-fields along with upper division area studies and topically focused courses. Cultural anthropology uses a comparative, cross-cultural method to understand human culture and its variations. Cultural anthropologists draw on quantitative and qualitative data in their research, based on first hand participant observation fieldwork and interviews.

PUBLIC ARCHAEOLOGY CONCENTRATION

The public archaeology concentration provides the basic knowledge and training necessary for careers in contract archaeology and to the study of federal, state, and local legislation protecting archaeological resources. The concentration relies heavily on cognate courses in geology and geography.

GENERAL ANTHROPOLOGY CONCENTRATION

The general anthropology concentration introduces students to four of anthropology's five major subfields: cultural, biological, archaeological, and applied anthropology. This concentration will expose students to a thorough understanding of the breadth and depth of anthropology, with an opportunity to see how anthropological ideas and methods are used to address human problems. Students will be well prepared to bring anthropological skills to the work place or to enter a broad based graduate program in anthropology.

ANTHROPOLOGY MAJOR

a) Cultural Anthropology Concentration

- ANTH 100 Introduction to Cultural Anthropology
- ANTH 101 Biological Anthropology
- ANTH 103 Introduction to Archaeology
- ANTH 400 Seminar: Anthropological Theory
- Note: LANG 300 Languages of the World may be substituted for ANTH 101 or ANTH 103

Plus one course from:

- ANTH 206 Native Cultures of North America
- ANTH 209 Peoples and Cultures of Africa
- ANTH 213 Latin American Peoples and Cultures
- ANTH 215 The Caribbean
- ANTH 216 People and Cultures of the Near East
- SOCI 210 Society and Culture in Modern India
- SOCI 214 Middle Eastern Societies
- SOCI 217 East Asian Societies: China and Japan
- SOCI 221 Religion and Society in Modern Asia

Plus five other cultural anthropology courses, at least four of which must be at the 300 level or above. Students may take up to three credits in archaeology or biological anthropology at the 300 level or above as part of this concentration.

Cognate requirement:

- SOCI 391 Seminar: Social Data Analysis

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

b) Public Archaeology Concentration

- ANTH 100 Introduction to Cultural Anthropology
- ANTH 101 Biological Anthropology
- ANTH 103 Introduction to Archaeology
- ANTH 206 Native Cultures of North America
- ANTH 328 Archaeology of North America
- ANTH 400 Seminar: Anthropological Theory
- ANTH 410 Public Archaeology

Plus nine credits of field or laboratory work in archaeology (any combination of ANTH 303, ANTH 332, ANTH 405 and Directed Study or Internship)

Plus one other anthropology course

Cognate requirements:

- MATH 110 Elementary Statistics I
- or
- SOCI 391 Seminar: Social Data Analysis
- or
- GEOG 315 Quantitative Geography
- EASC 100 Physical Geology

Plus four courses from:

- EASC 101 Historical Geology
- EASC 194 Environmental Geology
- EASC 317 Remote Sensing of the Environment
- EASC 476 Sedimentology and Stratigraphy
- GEOG 213 Geographic Information Systems I
- GEOG 317 Air Photo Interpretation-Remote Sensing
- GEOG 332 Management and Preservation of the Natural Environment
- HIST 492 Historical Museum Management
- INTD 350 Soil Identification and Interpretation for Land Use

Or other cognates deemed appropriate by the department

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

c) General Anthropology Concentration

- ANTH 100 Introduction to Cultural Anthropology
- ANTH 101 Biological Anthropology
- ANTH 103 Introduction to Archaeology
- ANTH 400 Seminar: Anthropological Theory

Plus one course in a cultural area from:

- ANTH 206 Native Cultures of North America
- ANTH 209 Peoples and Cultures of Africa
- ANTH 213 Latin American Peoples and Cultures
- ANTH 215 The Caribbean
- ANTH 216 Peoples and Cultures of the Near East
- ANTH 319 Contemporary Native Americans
- ANTH 409 Mesoamerican Societies and Cultures

Plus three additional, 3 credit courses at the upper division level (300-400) one in each of the three sub-disciplines:

Cultural:

- ANTH 305 Culture Change
- ANTH 307 Anthropology of Religion
- ANTH 308 Anthropology of Education
- ANTH 309 Anthropology of Art
- ANTH 314 Women in Myth and Lore
- ANTH 315 Ethnic Experience in America
- ANTH 319 Contemporary Native Americans
- ANTH 322 War, Peace and Culture
- ANTH 330 Medical Anthropology
- ANTH 331 Political Anthropology
- ANTH 340 Myths and Peoples of the Ancient Near East
- ANTH 399 Special Topics in Anthropology, as appropriate
- ANTH 404 Seminar: Culture and Consciousness
- ANTH 409 Mesoamerican Societies and Cultures
- ANTH 417 Seminar: She/He "Two Spirits" Gender Cross-Culturally
- ANTH 420 Visual Anthropology
- ANTH 426 Seminar: New England Ethnic and Regional Communities
- ANTH 435 Seminar: Global Feminism

Biological:

- ANTH 399 Special Topics in Anthropology, as appropriate
- ANTH 405 Forensic Anthropology

Archaeology:

- ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England
- ANTH 328 Archaeology of North America
- ANTH 332 Practicum in Field Archaeology (3 credits)
- ANTH 399 Special Topics in Anthropology, as appropriate
- ANTH 410 Public Archaeology
- ANTH 425 Seminar: Problems of New England Archaeology

Plus three additional, 3-credit electives in anthropology, two of which must be upper division level (300 and above).

Plus one, 3 credit research or applied course from the list below:

- ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England
- ANTH 332 Practicum in Field Archaeology
- ANTH 355 Anthropology Study Tour
- ANTH 405 Forensic Anthropology

- ANTH 485 Honors Thesis
- ANTH 498 Field Experience in Anthropology

Cognate requirements:

Research Methods (3 credits)

Choose one:

- GEOG 315 Quantitative Geography
- MATH 110 Elementary Statistics I
- SOCI 391 Seminar: Social Data Analysis

Foreign Language Requirement:

A two-semester sequence of an introductory foreign language or its equivalent.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in anthropology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

ANTHROPOLOGY MINOR

Anthropology minors are advised to take the following courses:

Any two of the following:

- ANTH 100 Introduction to Cultural Anthropology
- ANTH 101 Biological Anthropology
- ANTH 103 Introduction to Archaeology

Plus any one of the following:

- ANTH 206 Native Cultures of North America
- ANTH 208 Anthropology of Women
- ANTH 209 Peoples and Cultures of Africa
- ANTH 213 Latin American Peoples and Cultures

Plus any four other anthropology courses

ART

FACULTY

Chairperson: Assistant Professor Brenda Molife

Graduate Program

Coordinator: Associate Professor Dorothy Pulsifer

Professors: Roger Dunn, Mercedes Nunez

Associate

Professors: Jeffrey Asmus, Rob Lorenson

Assistant

Professors: Leigh Craven, Mary Dondero,
Ivana George, John Hooker,
Magaly Ponce, Preston Saunders,
Beatrice St. Laurent

Department Telephone Number: 508.531.1359

Location: Art Building, Room 100

Web site: www.bridgew.edu/art

DEGREE PROGRAMS

- BA in Art
Concentrations: Art Education, Art History,
Crafts, Fine Arts, Graphic Design, Photography
- MAT - Creative Arts

UNDERGRADUATE MINORS

- Art
- Art History

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The Department of Art offers six concentrations:

- Art Education
- Art History
- Crafts
- Fine Arts
- Graphic Design
- Photography

The undergraduate program offers a broad-based training in the visual arts. In addition to course work, internships give first-hand experience in such areas as graphic design, museology, exhibition planning, and

community art programs. Students planning to pursue graduate study at some point in their careers should work closely with their advisers to select appropriate course work beyond the 36-hour requirements of the major, thus earning themselves a competitive edge in the application process at the graduate level.

Students interested in teaching art must select a minor in secondary education. However, state-mandated requirements for teacher training are subject to change, so it is necessary to consult with Professor Dorothy Pulsifer regarding up-to-date requirements. Prospective teachers of art are encouraged to join the student chapter of the National Art Education Association.

Art majors not interested in an education minor are encouraged to select a minor complementing their interests within the major. Students who are not art majors, wishing to minor in art or art history will find a diversity of course offerings suitable to their interests and skills. To insure an appropriate selection of art courses in the major or minor, it is important that each student work closely with his or her art adviser or the department chairperson in program selection.

A student majoring in art must achieve a grade of C- or better in all of the required courses within the art program, repeating courses if necessary to achieve the required grade.

Students should be aware that typically there are additional hours outside of class to complete course requirements and expenses for materials and tools in studio courses beyond the required fees. Field trips to museums, studios and commercial galleries in the region, in New York City, and at other sites are regularly a part of many art history and studio art courses, and include additional costs.

A gallery calendar of changing exhibitions is maintained throughout the academic year in the Wallace L. Anderson Gallery within the art building. (One of these exhibitions is the student show, and art majors and minors are encouraged to set aside their best work to submit to this annual showing.) In an adjacent gallery is a continuing exhibition of works from the permanent art collection. These gallery facilities offer a range of work that enhances classroom instruction. In addition, visiting artists and related art programs are made possible each year by a generous gift from the Class of 1936.

FINE ARTS CONCENTRATION

ARTS 125 Drawing I
ARTS 130 Two-Dimensional Design
ARTS 140 Three-Dimensional Design
ARTH 201 Ancient and Medieval Art and Architecture
or

ARTH 202 Renaissance and Baroque Art and
Architecture

ARTH 309 Early Modern Art and Architecture
ARTH 310 Art and Architecture since 1940

ARTS 225 Drawing II
ARTS 230 Painting I
ARTS 240 Sculpture I
ARTS 255 Printmaking I

One craft course from, but not limited to, the following
courses:

ARTS 270 Ceramics I
ARTS 273 Glass I
ARTS 280 Metals I
ARTS 290 Weaving I

ARTS 291 Tapestry Weaving

One, additional 3-credit art elective (ARTH 101 and
ARTH 102 do not fulfill this elective requirement)

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

GRAPHIC DESIGN CONCENTRATION

ARTS 125 Drawing I
ARTS 130 Two-Dimensional Design
ARTS 140 Three-Dimensional Design
ARTS 225 Drawing II
ARTS 230 Painting I
ARTS 240 Sculpture I
ARTS 260 Graphic Design I
ARTH 309 Early Modern Art and Architecture
ARTH 310 Art and Architecture since 1940
ARTS 361 Graphic Design II
ARTS 362 Graphic Design III
ARTS 460 Advanced Graphics

Admission to the graphic design concentration is based on a portfolio review, but graphic design courses may be taken without this review. Normally the review should follow successful completion of ARTS 260.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CRAFTS CONCENTRATION

ARTS 125 Drawing I
ARTS 130 Two-Dimensional Design
ARTS 140 Three-Dimensional Design
ARTS 230 Painting I

or

ARTS 235 Watercolor Painting I
ARTS 240 Sculpture I
ARTH 309 Early Modern Art and Architecture
ARTH 310 Art and Architecture since 1940
ARTS 360 Business Issues for Visual Artists

Choose two, level I craft courses:

ARTS 270 Ceramics I
ARTS 273 Glass I
ARTS 280 Metals I
ARTS 290 Weaving I

One 300 level crafts course

One 400 level crafts course

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

ART HISTORY CONCENTRATION

ARTS 125 Drawing I
ARTS 130 Two-Dimensional Design
ARTS 140 Three-Dimensional Design
ARTH 201 Ancient and Medieval Art and Architecture
ARTH 202 Renaissance and Baroque Art and Architecture
ARTH 309 Early Modern Art and Architecture

Choose one:

ARTS 104 Introduction to Digital Imaging and
4-D Design
ARTS 216 Photography I
ARTS 230 Painting I
ARTS 235 Watercolor Painting I
ARTS 255 Printmaking I
ARTS 260 Graphic Design I

Choose one:

- ARTS 240 Sculpture I
- ARTS 270 Ceramics I
- ARTS 273 Glass I
- ARTS 280 Metals I
- ARTS 290 Weaving I

An art studio course chosen from the ARTS 200 or higher level of the courses listed above or any ARTH 200 level course or higher.

6 credits in 200 level or higher ARTH courses

3 credits in Non-Western art history from the following courses:

- ARTH 205 Asian Art Survey: India, China and Japan
- ARTH 207 Introduction to African Art
- ARTH 208 Survey of Islamic Art and Architecture

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

PHOTOGRAPHY CONCENTRATION

- ARTH 218 History of Photography
- ARTS 104 Introduction to Digital Imaging and 4-D Design
- ARTS 125 Drawing I
- ARTS 130 Two-Dimensional Design
- ARTS 140 Three-Dimensional Design
- ARTS 216 Photography I
- ARTS 217 Digital Photography I
- ARTS 230 Painting I
- or
- ARTS 235 Watercolor Painting I
- ARTS 240 Sculpture I
- ARTS 316 Photography II
- ARTS 416 Advanced Photography
- Any art history course at the 200, 300, or 400 level

Core Curriculum Requirements (GER)

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

ART EDUCATION CONCENTRATION

Students majoring in education must refer to the Department of Secondary Education and Professional Programs for specific requirements and consult with the art education coordinator, Professor Dorothy Pulsifer, for additional information.

- ARTH 201 Ancient and Medieval Art and Architecture
- ARTH 202 Renaissance and Baroque Art and Architecture
- ARTH 309 Early Modern Art and Architecture
- ARTS 125 Drawing I
- ARTS 130 Two-Dimensional Design
- ARTS 140 Three-Dimensional Design
- ARTS 216 Photography I
- ARTS 225 Drawing II
- ARTS 230 Painting I
- ARTS 240 Sculpture I
- ARTS 255 Printmaking I
- ARTS 260 Graphic Design I
- or
- ARTS 104 Introduction to Digital Imaging and 4-D Design
- ARTS 270 Ceramics I

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in art and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

ART MINOR

- ARTS 125 Drawing I
- All students wishing to minor in art should meet with an art department adviser before selecting the remaining 15 credits.
- Choose one:
 - ARTS 130 Two-Dimensional Design
 - ARTS 140 Three-Dimensional Design
- 12 credits in art and/or art history

ART HISTORY MINOR

Not open to art majors

Required Courses:

ARTH 201 Ancient and Medieval Art and Architecture
ARTH 202 Renaissance and Baroque Art and Architecture

ARTH 309 Early Modern Art and Architecture

Select four courses from:

ANTH 309 Anthropology of Art
ARTH 203 American Art and Architecture
ARTH 205 Asian Art Survey: India, China and Japan
ARTH 208 Survey of Islamic Art and Architecture
ARTH 214 Art History Study Tour
ARTH 216 History of Graphic Design
ARTH 218 History of Photography
ARTH 308 Women in the Visual Arts
ARTH 310 Art and Architecture since 1940
ARTH 414 Art History Study Tour (Advanced)
ARTH 490 Art History Studies in Oxford
ARTH 492 Topics in Art History
ARTH 499 Directed Study in Art History
PHIL 325 Philosophy of Art

HONORS PROGRAM

The honors program in art provides highly motivated art majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in art. Contact the Department of Art for further information concerning eligibility and application.

GRADUATE PROGRAMS

Graduate Program Coordinator: Assistant Professor Dorothy Pulsifer

MASTER OF ARTS IN TEACHING CREATIVE ARTS

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program procedures.

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) An initial teaching license.
- 4.) Three appropriate letters of recommendation

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Education Core Courses 15 credits

- EDMC 530 The Teacher as Researcher
EDMC 531 The Standards-Based Classroom: Curriculum
EDMC 532 The Teacher as Leader: From Issues to Advocacy
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
EDMC 538 The Professional Teacher (final program course)

Concentration Electives

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination is also required.

BIOLOGICAL SCIENCES

FACULTY

Chairperson: Professor Kevin Curry

Graduate Program

Coordinator: Professor John Jahoda

Professor: Hardy Moore

Associate

Professors: Jeffery Bowen, Michael Carson,
Patricia Mancini, Donald Padgett

Assistant

Professors: Christopher Bloch, Merideth Krevosky,
Michelle LaBonte

Department Telephone Number: 508.531.1358

Location: Conant Science Building, Room 226A

Web site: www.bridgew.edu/Biology

DEGREE PROGRAMS

- BS in Biology
Concentrations: Environmental Biology,
Biomedical/Molecular Biology (Biomedical Area,
Molecular Area), General Biology (Standard
Program, Teacher Preparation Program)
- BA in Biology
- MAT - Biology
- MAT - General Science

UNDERGRADUATE MINOR

- Biology
- Biotechnology
- Environmental Biology

The department offers an undergraduate program leading to the degree of Bachelor of Science or Bachelor of Arts and a graduate program leading to the degree of Master of Arts in Teaching. The goal of the undergraduate program is to provide students with broad backgrounds allowing for flexibility in making career choices. Students enrolled in the graduate program have the opportunity to develop their skills and knowledge in more specialized areas.

The Bachelor of Science program is designed to provide the skills and knowledge necessary for employment in the biotechnology, environmental, health-related, and teaching areas, as well as providing a sound foundation

for graduate or professional school. The Bachelor of Arts permits the student to explore personal interests in biology while developing the background needed to use biological knowledge in association with a field such as sales, illustration, or elementary education. With careful course selection, this degree can prepare the student for the opportunities listed above for the Bachelor of Science.

In addition to the broad array of biology courses, students have opportunities to join biology faculty in research projects, and to participate in internships, whether local, regional or out-of-state.

The Department of Biological Sciences is located in the Conant Science Building. The department has 10 teaching laboratories, two lecture rooms, a faculty research area, a biology museum-seminar room, a bioassay laboratory, an electron microscope laboratory and the South Shore Herbarium. The laboratories are well equipped to help students apply the theoretical principles of their courses. Equipment includes not only light microscopes but also two electron microscopes; there are microtomes, a liquid scintillation counter, electrophoretic equipment, spectrophotometers and electrophysiological recording instruments. In addition, there is close cooperation between the biology and chemistry departments, so that other equipment may be shared.

Located on the three acres next to the building are a 20 x 80 foot greenhouse and the biology garden including a pond for aquatic plants. The greenhouse and gardens support laboratory and field work and are planted with specimens of horticultural interest.

The location of the campus is a major advantage for conducting field work and ecological studies. Within an hour's drive of the campus are such diverse habitats as bays, salt-marshes, sandy beaches, rocky shores, estuaries, bogs, freshwater ponds, streams and rivers (clean and polluted), white cedar swamps, marshes, pine groves and hemlock groves.

The department maintains and operates the Watershed Access Laboratory located in the John Joseph Moakley Center for Technological Applications. This laboratory is designed for use in teacher professional development in environmental education and for interdisciplinary watershed studies.

UNDERGRADUATE PROGRAMS

The two versions of the biology major are the Bachelor of Science in Biology (BS) and the Bachelor of Arts in Biology (BA). Each student majoring in biology will be assigned a departmental academic adviser from among the faculty of the department, and should consult with the adviser in regard to both the BS versus BA decision, and selection of courses. It is also important to frequently meet with the adviser to verify progress toward completion of graduation requirements.

BACHELOR OF SCIENCE IN BIOLOGY (BS)

The department offers a BS degree program with three concentrations: environmental biology, biomedical/molecular biology and general biology. Within the biomedical/molecular concentration, a student focuses on either the biomedical area or the molecular area. Within the general concentration, a student focuses on the standard program or the high school/middle school teacher preparation program. All BS students are required to take a core of courses consisting of General Biology I and II, Cell Biology, Ecology, Genetics and Microbiology. In consultation with the departmental adviser, each student selects additional courses that satisfy the requirements of his or her particular concentration. The Bachelor of Science is designed to prepare the student for employment as a biologist in a laboratory or field setting, or for advanced training at a graduate or professional institution.

The **Environmental Biology** concentration presents course work in such areas as wetlands biology, biomonitoring, freshwater ecology and marine mammal biology. This program encourages students to use their electives to develop a diversified background of skills in earth science, geography and chemistry to complement their environmental interest and open future opportunities for internships and careers. Cooperative programs with community environmental monitoring organizations such as the Taunton River Watershed Alliance allow students to gain practical experience while investigating actual environmental problems.

The **Biomedical/Molecular Biology** concentration offers course work in such fields as histology, immunology, virology, embryology, biochemistry, molecular biology and electron microscopy. The two areas within this concentration are distinguished by their physiology courses: the biomedical area includes courses in Human Anatomy and Physiology, while the molecular area offers the option of Animal Physiology or Plant Physiology or Human Anatomy and Physiology. The biomedical area prepares students for health-related pursuits such as laboratory or clinical work, or health-professional

schools. The molecular area is designed for students who plan on graduate study in cellular or molecular biology, and for those who seek a career in molecular biology or biotechnology laboratory work or research. Biomedical/Molecular Internship opportunities are available in local hospitals and research laboratories as well as national agencies.

The **General Biology** concentration is a broad program of biological study without defined specialization. The standard program provides a wide-ranging background together with courses that are tailored to the student's individual interests. The high school/middle school teacher preparation program is designed to provide the breadth of knowledge required for earning Massachusetts teacher licensure and helping middle and high school pupils meet Massachusetts educational standards. Internship opportunities for the standard program include local hospitals and research laboratories; environmental monitoring agencies, biological firms and organizations; and national agencies.

BACHELOR OF SCIENCE IN BIOLOGY

(All BS students must take the core and cognate courses.)

Core Courses

BIOL 121-122 General Biology I-II
BIOL 200 Cell Biology
BIOL 225 Ecology
BIOL 321 Genetics
BIOL 428 Microbiology

Cognate Courses:

CHEM 141-142 Chemical Principles I-II
CHEM 343-344 Organic Chemistry I-II
MATH 141 Elements of Calculus I
or
MATH 151 Calculus I*
MATH 142 Elements of Calculus II*
or
MATH 152 Calculus II*
or
A course in applied statistics (e.g. MATH 110)
PHYS 181 Elements of Physics I
or
PHYS 243 General Physics I*
PHYS 182 Elements of Physics II
or
PHYS 244 General Physics II*

* Pre-medical, pre-veterinary and pre-dental students: PHYS 243-244 is required. MATH 151 is preferred. A second semester of calculus should be taken.

Note: A student may not apply both BIOL 373 and BIOL 251-252 toward the BS degree in Biology. BIOL 280 may not be applied toward the BS degree in Biology.

ENVIRONMENTAL BIOLOGY CONCENTRATION

Biology core and cognate courses in addition to the following:

BIOL 341 Plant Physiology

Select four environmental biology concentration elective courses (consult "A" below). At least two of the four courses must be courses other than BIOL 485, BIOL 497, BIOL 498, or BIOL 499.

One environmental concentration elective course in another discipline is recommended (consult "B" below.)

Environmental Biology Concentration Internship/Research

Biology majors in the environmental biology concentration should strive to qualify for a 3 credit internship or research experience (BIOL 498 Internship in Biology, or BIOL 497 Undergraduate Biological Research) as part of their concentration electives. Some examples are volunteer experience through the Student/Conservation Association, paid internships with regulatory agencies such as the Massachusetts Department of Environmental Protection or the National Park Services, or research with professional investigators at Bridgewater State College. (An expanded list of internship opportunities may be accessed at the biology department Web site. Also consult the biology internship section which follows.)

A. Environmental Biology Concentration Electives (four courses from the following list):

BIOL 243 Systematic Botany
BIOL 284 Invertebrate Zoology
BIOL 325 Ichthyology
BIOL 326 Marine Biology
BIOL 327 Wetlands Biology
BIOL 372 Animal Behavior
BIOL 373 Animal Physiology
BIOL 408 The Biology of Marine Mammals
BIOL 420 Limnology
BIOL 422 Biological Evolution
BIOL 423 Biological Invasions
BIOL 425 Population Ecology
BIOL 426 Biomonitoring
BIOL 485 Honors Thesis
BIOL 490 Special Topics in Biology (at least 3 credits)
BIOL 497 Undergraduate Biological Research
BIOL 498 Internship in Biology (3 credit limit)

BIOL 499 Directed Study in Biology (3 credits)

B. Environmental Biology Concentration Electives (one course recommended from the following list):

CHEM 100 Computers in Chemistry
CHEM 250 Instrumentation
COMP 105 Computers and Their Applications: An Introduction
EASC 210 Physical Oceanography
EASC 240 Hydrology
EASC 306 Biological Oceanography
EASC 317 Remote Sensing of the Environment
GEOG 213 Geographic Information Systems
GEOG 317 Air-Photo Interpretation/Remote Sensing
INTD 350 Soil Identification and Interpretation for Land Use

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

BIOMEDICAL/MOLECULAR BIOLOGY CONCENTRATION

Biomedical/Molecular Concentration:

Biomedical Area

Biology core/and cognate courses in addition to the following:

BIOL 251-252 Human Anatomy and Physiology I-II

Two Biomedical/Molecular Concentration Electives (consult "A" below)

Select one additional biology elective of any type at or above the 300 level (3 or 4 credits) (see the "Course Descriptions" section in this catalog for all additional 300-400 level courses).

At least two of the three elective courses must be courses other than BIOL 485, BIOL 497, BIOL 498 or BIOL 499.

Biomedical/Molecular Biology Concentration: Molecular Area

Biology core/and cognate courses in addition to the following:

BIOL 341 Plant Physiology
or
BIOL 373 Animal Physiology
or
BIOL 251-252 Human Anatomy and Physiology I-II

Select three biomedical/molecular concentration electives (consult "A" below). At least two of the three courses must be courses other than BIOL 485, BIOL 497, BIOL 498, or BIOL 499.

Select one additional biology elective of any type at or above the 300 level (3 or 4 credits) (see the "Course Descriptions" section in this catalog for all additional 300-400 level courses).

A. Biomedical/Molecular Biology Concentration Electives:

BIOL 284 Invertebrate Zoology
BIOL 320 Biochemistry
BIOL 350 Molecular Biology
BIOL 371 Histology
BIOL 375 Immunology
BIOL 376 General Endocrinology
BIOL 382 Comparative Chordate Anatomy
BIOL 430 Embryology
BIOL 434 Biological Electron Microscopy
BIOL 436 Mammalian Reproductive Physiology
BIOL 450 Virology
BIOL 472 Human Genetics
BIOL 475 Parasitology
BIOL 482 Neurobiology
BIOL 485 Honors Thesis
BIOL 490 Special Topics in Biology (at least 3 credits)
BIOL 497 Undergraduate Biological Research
BIOL 498 Internship in Biology (3 credit limit)
BIOL 499 Directed Study in Biology (3 credits)

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Biomedical/Molecular Biology Concentration Internship/Research

Biology majors in the biomedical/molecular concentration should strive to qualify for a 3 credit internship or research experience (BIOL 498 Internship in Biology, or BIOL 497 Undergraduate Biological Research) as part of their concentration electives. Some examples are

volunteer or paid experiences in a nearby laboratory or clinic; internships with agencies such as The National Institutes of Health, Jackson Laboratory or The Washington Center; or research with professional investigators at Bridgewater State College. (An expanded list of internship opportunities may be accessed at the biology department Web site. Also consult the biology internship section which follows.)

GENERAL BIOLOGY CONCENTRATION

General Biology Concentration: Standard Program
Biology core and cognate courses in addition to the following:

BIOL 341 Plant Physiology
BIOL 373 Animal Physiology

Three courses at or above the 200 level for a total of at least nine credits. (See the "Course Description" section in this catalog for all 200-400 level courses.) At least two of the three courses must be courses other than BIOL 485, BIOL 497, BIOL 498, or BIOL 499.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

General Biology Concentration: High School/Middle School Teacher Preparation Program

Students preparing to teach in high school or middle school must complete this BS degree in biology and minor either in secondary education-high school (grades 8-12) or secondary education-middle school (grades 5-8). Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the catalog entry for the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

Biology core and cognate courses in addition to the following:

BIOL 251-252 Human Anatomy and Physiology I-II
BIOL 341 Plant Physiology
BIOL 422 Biological Evolution
or
BIOL 118 Evolution

BIOL 382 Comparative Chordate Anatomy
or
BIOL 284 Invertebrate Zoology
EASC 100 Physical Geology

The following course is recommended:
BIOL 490 Special Topics in Biology: Bioethics

or
PHIL 215 Environmental Ethics
or
PHIL 216 Values and Technology
or
PHIL 105 Reasoning and Science

Biology departmental approval to participate in the teaching practicum as signified by the signature of the biology department chairperson on the application to engage in the practicum, is provided if the following criteria are met:

1. Minimum biology GPA of 2.8
2. Any grade of D+ or lower in a biology core course has been repeated for a grade of at least C-
3. Any grade of D+ or lower in a biology elective has been repeated for a grade of at least C-, or substituted with an approved biology elective with a grade of at least C-

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

BACHELOR OF ARTS IN BIOLOGY (BA)

The BA degree is designed for the biology major who wishes to use biological knowledge in pursuit of a career outside of biology. Examples of such careers are elementary education, science writing, scientific illustration, technical sales, or work for a publishing company. By carefully selecting biology courses and adding particular courses in chemistry, physics and mathematics beyond the BA requirements, a BA degree holder may qualify for many of the career opportunities listed under the BS.

The BA degree requires a minimum of 12 courses with the following specifications:

BIOL 121-122 General Biology I-II
Two biology courses at the 200 level
Two biology courses at the 300 level

Two biology courses at the 400 level
Two additional biology courses at or above the 200 level
CHEM 131-132 Survey of Chemistry I-II

Note: A student may not apply both BIOL 280 and BIOL 251-252 toward the BA degree in Biology.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY AND EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in biology and elementary and early childhood education or special education. Appropriate advising materials are available in the biology department office and the Elementary and Early Childhood Education Office.

BIOLOGY MINOR

A minimum of 18 credits in Biology, including:
BIOL 121 General Biology I

At least 14 additional credits in biology at or above the 200 level planned in consultation with the chairperson of biological sciences.

Note: BIOL 122 General Biology II may be substituted for one of the courses at or above the 200 level.

BIOTECHNOLOGY MINOR

A minimum of 18 credits in biology, including:
BIOL 121 General Biology I (4 credits)
BIOL 200 Cell Biology
BIOL 321 Genetics
BIOL 428 Microbiology

At least 4 additional credits in biology from the biomedical/molecular biology concentration electives planned in consultation with the chairperson of biological sciences.

ENVIRONMENTAL BIOLOGY MINOR

A minimum of 18 credits in biology, including:
BIOL 121 General Biology I
BIOL 122 General Biology II
BIOL 225 Ecology

At least 7 additional credits in biology from the environmental concentration electives planned with the chairperson of biological science.

HONORS PROGRAM

The Departmental Honors Program in Biology provides an opportunity for highly-qualified biology majors to study biology and to conduct independent research in biology for honors credit. Interested students should contact the Department of Biological Sciences by their sophomore year for further information concerning eligibility and application.

UNDERGRADUATE RESEARCH

The Department of Biological Sciences provides the opportunity for students to participate in a true research experience, which is increasingly an advantageous component of undergraduate training.

Each semester, BIOL 396 Research Problems in Biology and BIOL 497 Undergraduate Biological Research are offered by faculty members who direct and supervise either individuals or a small team of undergraduates in a research project. Students are intimately involved with experimental design as well as data collection, analysis and interpretation. The course culminates with a student presentation of the semester's work in a departmental seminar. These courses are often followed by a presentation at a professional scientific meeting. Research topics vary from semester to semester as different faculty members direct the research course; equally valuable training and experience in scientific methodology is obtained with all topics. The Department of Biological Sciences highly recommends this experience which adds a profitable dimension that is not provided by ordinary course work.

BIOLOGY INTERNSHIP

Biology students interested in developing a field or laboratory experience through BIOL 498 Internship in Biology must meet the following criteria to be considered:

1. Prior completion of at least 54 credits and at least two semesters of biology at Bridgewater State College.
2. Minimum 2.5 cumulative GPA overall, and 2.7 GPA in biology.
3. Prior agreement of a faculty member to act as faculty supervisor and oversee the specific internship.
4. Submission of a completed internship application form to the department chairperson by the middle of the semester preceding the internship.

A list of internship opportunities may be accessed at the biology department Web site.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. John Jahoda

MASTER OF ARTS IN TEACHING BIOLOGY

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level of professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program procedures.

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) An initial teaching license.
- 4.) Three appropriate letters of recommendation.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Education Core Courses 15 credits

- EDMC 530 The Teacher as Researcher
EDMC 531 The Standards-Based Classroom:
Curriculum
EDMC 532 The Teacher as Leader: From Issues to
Advocacy
EDMC 533 The Standards-Based Classroom:
Instruction and Assessment for Diverse
Learners

EDMC 538 The Professional Teacher (final program course)

Concentration Requirements

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

Biology Courses:

18 credit hours of biology from among the following:
(The student may take the same numbered course more than once if the subject matter is different.)

BIOE 511 Advanced Biological Topics and Techniques

BIOE 512 Advances in Biological Science

BIOE 513 Advances in Cell/Molecular Biology

BIOE 514 Advances in Biomedical/Physiological
Biology

BIOE 515 Advances in Ecological/Environmental
Biology

BIOL 503 Directed Study (or other approved course)

BIOE 511 - BIOE 515 will focus on outcomes. Teachers will be expected to develop a knowledge base appropriate to the subject matter and to develop the skills and techniques needed for laboratory or fieldwork in the field study.

Subject matter for BIOE 511 - BIOE 515 will be addressed by the requirements of graduate level companion courses designated by the department. Graduate students enrolled in the BIOE 500 level courses will receive additional assignments and examination questions for evaluation of graduate level mastery of the subject, and a graduate level paper will be required. Students may not take BIOE 500 level graduate courses that cover subject matter that the student has previously taken either at the graduate or undergraduate level.

Successful completion of a biology department comprehensive examination is also required.

MASTER OF ARTS IN TEACHING

GENERAL SCIENCE

For current information concerning this program, consult the "Department of Physics" section of this catalog.

CHEMICAL SCIENCES

FACULTY

Chairperson and Graduate Program

Coordinator: Associate Professor Edward Brush

Professor: Frank Gorga

**Associate
Professor:** Cielito King

**Assistant
Professors:** Steven Haefner, Chifuru Noda,
Stephen Waratuke

Department Telephone Number: 508.531.1233

Location: Conant Science Building, Room 318

Web site: www.bridgew.edu/Chem

DEGREE PROGRAMS

- BA in Chemistry
- BS in Chemistry
Concentrations: Biochemistry, Environmental
Chemistry, Professional Chemistry
- BS in Chemistry-Geology (offered jointly with
the Department of Earth Sciences)
- MAT - General Science
- MAT - Physical Science

UNDERGRADUATE MINORS

- Biochemistry
- Chemistry

The Department of Chemical Sciences offers programs leading to the degrees of Bachelor of Arts or Bachelor of Science in Chemistry. These programs are designed to provide the skills and knowledge necessary to prepare students for successful careers in the chemical, pharmaceutical or biotech industries, for chemical research, teaching, oceanography and environmental science or for further study in graduate degree programs and professional schools.

The department is housed in the Conant Science building and maintains a suite of modern scientific instrumentation that is used for both teaching and research purposes. This includes electrochemical equipment, a nuclear magnetic resonance (NMR) spectrometer, an atomic absorption spectrometer (AA), several infrared (IR) spectrometers, an ultraviolet-visible spectrophoto-

meter (UV/Vis), and a luminescence spectrometer. Other equipment includes a gas chromatograph (GC), a gas chromatograph/mass spectrometer and a high pressure liquid chromatograph.

Students, staff and faculty maintain an atmosphere of informal interaction, both inside and outside the classroom and laboratory. Many students participate in Chemistry Club activities, which include seminars by area scientists, visits to academic and industrial laboratories, and special social events. Students are encouraged to participate in research and together with faculty and often attend American Chemical Society (ACS) and other professional meetings throughout the country to present their research results.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS/BACHELOR OF SCIENCE

The chemistry major, with a concentration in biochemistry, environmental chemistry, or professional chemistry, leads to the BS degree. These programs are designed for students who plan a career as a professional chemist or biochemist either immediately after graduation or after graduate work in a chemically related discipline. Satisfactory performance (a 3.0 average or better) in any of these programs gives students the preparation required to obtain an assistantship or fellowship in graduate school. The biochemistry and the professional chemistry programs are both certified by the American Chemical Society.

The chemistry major (without a concentration) leads to the BA degree. This program is designed for students who wish to prepare for fields such as medicine, dentistry, secondary school teaching, chemical or pharmaceutical sales, pharmacy, environmental sciences or veterinary medicine. A minimum number of chemistry courses are required so that a program of other courses suited to the individual's interests may be developed in consultation with the student's adviser.

Additionally, the department offers a chemistry-geology major jointly with the Department of Earth Sciences. It also participates in preprofessional advising for students interested in medicine and dentistry or oceanography. Additional information may be found in the "Interdisciplinary and Preprofessional Programs" section of this catalog.

Students interested in any of the programs offered by the department should enroll in CHEM 141 Chemi-

cal Principles I and calculus (MATH 151 or MATH 141) in the fall semester of their first year. Additionally, students interested in biochemistry should also enroll in BIOL 121. In the spring semester of the first year, students will normally take CHEM 100 Computers in Chemistry in addition to continuing with CHEM 142 Chemical Principles II and the second semester of calculus. Students need not decide among the various programs within the department until the spring of their second year. Because of the sequential nature of many courses required in our programs we urge new students to consult with a chemistry faculty member in addition to the regular freshman advisers during the first year registration process.

CHEMISTRY MAJOR (LEADING TO A BA DEGREE)

CHEM 100 Computers in Chemistry (COMP 100 is an acceptable substitute)

CHEM 141-142 Chemical Principles I-II

CHEM 242 Intermediate Inorganic Chemistry

CHEM 343-344 Organic Chemistry I-II

CHEM 381-382 Physical Chemistry I-II

CHEM 461 General Biochemistry I

MATH 151-152 Calculus I-II (MATH 141-142 are acceptable substitutes with the permission of the adviser*)

PHYS 243-244 General Physics I-II (PHYS 181-182 are acceptable substitutes with permission of adviser*)

* Note: MATH 141-142 and PHYS 181-182 are not acceptable as substitutes in the professional chemistry program.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY MAJOR WITH A CONCENTRATION IN BIOCHEMISTRY (LEADING TO A BS DEGREE; APPROVED BY THE AMERICAN CHEMICAL SOCIETY)

All of the courses required for the chemistry major, except CHEM 242, plus the following additional courses:
CHEM 444 Advanced Inorganic Chemistry
CHEM 462 General Biochemistry II
CHEM 466 Advanced Biochemistry Laboratory

BIOL 121 General Biology I
BIOL 200 Cell Biology
BIOL 321 Genetics
BIOL 428 Microbiology

One of the following:

CHEM 241 Quantitative Chemical Analysis
CHEM 250 Instrumentation
CHEM 450 Instrumental Analysis

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY MAJOR WITH A CONCENTRATION IN ENVIRONMENTAL CHEMISTRY (LEADING TO A BS DEGREE)

All of the courses listed for the chemistry major, plus the following additional courses:

CHEM 290 Environmental Chemistry
CHEM 450 Instrumental Analysis
CHEM 490 Special Topics in Chemistry
BIOL 121 General Biology I
EASC 100 Physical Geology
BIOL 122 General Biology II
or
EASC 101 Historical Geology

Select one course from the following:

BIOL 225 Ecology
BIOL 420 Limnology
EASC 240 Hydrology
EASC 283 Structural Geology
EASC 284 Geomorphology
EASC 311 Geochemistry

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY MAJOR WITH A CONCENTRATION IN PROFESSIONAL CHEMISTRY (LEADING TO A BS DEGREE; APPROVED BY THE AMERICAN CHEMICAL SOCIETY)

All of the courses required for the chemistry major* plus the following additional courses:
CHEM 241 Quantitative Chemical Analysis
CHEM 444 Advanced Inorganic Chemistry
CHEM 450 Instrumental Analysis
CHEM 492 Laboratory Techniques
MATH 251 Calculus III

One additional mathematics course selected from the following:

MATH 110 Elementary Statistics I
MATH 120 Introduction to Linear Algebra
MATH 200 Probability and Statistics
MATH 202 Linear Algebra
MATH 316 Differential Equations

* Note: MATH 141-142 and PHYS 181-182 are not acceptable as substitutes in the professional chemistry program.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY-GEOLOGY MAJOR (LEADING TO A BS IN CHEMISTRY-GEOLOGY)

A major in chemistry-geology is offered jointly with the Department of Earth Sciences. (See the catalog section entitled "Interdisciplinary and Preprofessional Programs" for detailed information.)

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in chemistry or chemistry-geology and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Chemical Sciences and the appropriate education department for further information.

MINOR IN SECONDARY (HIGH SCHOOL, MIDDLE SCHOOL OR PREK-12 SPECIALIST) EDUCATION

Students may major in Chemistry and minor in secondary (high school, grades 8-12; middle school (grades 5-8 or PreK-12 specialist) education. Successful completion of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

CHEMISTRY MINOR

18 credits in chemistry.
CHEM 141-142 Chemical Principles I and II
CHEM 343-344 Organic Chemistry I and II
CHEM 100 Computers in Chemistry
or
one other chemistry course at the 200 level or higher

BIOCHEMISTRY MINOR

CHEM 141-142 Chemical Principles I and II
CHEM 343-344 Organic Chemistry I and II
CHEM 461-462 General Biochemistry I and II

HONORS PROGRAM

The honors program in chemistry provides highly motivated chemistry majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in chemistry. Contact the Department of Chemical Sciences for further information concerning eligibility and application.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Edward Brush

MASTER OF ARTS IN TEACHING CHEMISTRY

This program is inactive.

GENERAL SCIENCE

For current information concerning this program, consult the "Physics" section of this catalog.

PHYSICAL SCIENCE

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.

COMMUNICATION STUDIES

FACULTY

Chairperson and Graduate Program

Coordinator: Associate Professor Jabbar Al-Obaidi

Professors: Susan Holton, Joel Litvin,
Thomas Mickey, Nancy Street

**Associate
Professors:** Susan Miskelly, Nancy Owens

**Assistant
Professors:** Jason Edwards, Bjorn Ingvaldstad,
Arthur Lizie, Jr.

Department Telephone Number: 508.531.1348

Location: Maxwell Library, Room 215

Web site: www.bridgew.edu/depts/comm/

DEGREE PROGRAM

- BA in Communication Arts and Sciences
Concentration: Communication Studies

UNDERGRADUATE MINORS

- Communication Studies
- Public Relations*

*Interdisciplinary minor

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The department offers a BA in Communication Arts and Sciences with a concentration in Communication Studies.

The Department of Communication Studies cooperates with several other departments in offering a Public Relations minor for students wishing to explore studies which draw upon knowledge and expertise in more than one field. See the catalog section "Interdisciplinary and Preprofessional Programs" and consult the department for information on the public relations minor.

COMMUNICATION STUDIES CONCENTRATION

Students selecting this concentration will develop specific skills as well as a critical understanding of the general nature, scope and function of both communication studies and mass communication. They will also have the opportunity to focus on course groupings, based on advising and assessment of individual needs and direction.

Note: A grade of "C" or higher in all communication studies course work contributing to the major is required for all students admitted to the BA in Communication Arts and Sciences major with a Communication Studies concentration Fall 2005 forward.

The minimum requirements include:

COMM 220 Introduction to Mass Communication
COMM 230 Introduction to Communication
COMM 295 Communication Studies Research

One of the following:

COMM 210 Voice and Diction
COMM 250 Public Speaking
COMM 260 Group Communication and Decision Making
COMM 270 Interpersonal Communication

One of the following:

COMM 395 Communication Theory
COMM 396 Mass Communication Theory and Research

One of the following:

COMM 495 Communication Studies Seminar
COMM 496 Seminar in Mass Communication

Communication Studies electives: (18 hours) from among course groupings in Speech Communication/ Mass Communication/Organizational Communication/or Public Relations (**12 of these elective credits must be 300 level or above. Only 3 credits in COMM 110 or COMM 498 and only 2 credits in COMM 150 may be applied to the major.**)

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

COMMUNICATION STUDIES MINOR

COMM 220 Introduction to Mass Communication

COMM 230 Introduction to Communication

Plus 12 additional credits selected from communication (COMM) courses, of which six must be at the 300 level or higher.

INTERDISCIPLINARY MINOR IN PUBLIC RELATIONS

This public relations minor is offered as a cooperative effort of the Department of Communication Studies, Management and English. It provides an opportunity for students to acquire knowledge and skills germane to public relations practice. Students take courses in management, advertising, public relations, marketing and business writing or elect presentational skills courses, for a total of 21 credit hours.

Required Courses:

COMM 301 Introduction to Public Relations

COMM 391 Public Relations Practicum

MGMT 130 Principles of Management

MGMT 200 Marketing Principles

MGMT 424 Advertising

Elective Courses:

Choose one:

COMM 212 Announcing

COMM 250 Public Speaking

COMM 330 Business and Professional Communication

Choose one:

ECON 101 Principles of Microeconomics

ENGL 202 Business Communication

Interested students should contact the department chairperson of the Department of Communication Studies, the Department of Management or the Department of English.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major, one in communication arts and sciences with a concentration in communication studies and another in elementary education, early childhood education or special education for licensure purposes.

HONORS PROGRAM

The honors program in communication arts and science provides highly motivated communication studies

majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in communication studies. Contact the Department of Communication Studies for further information concerning eligibility and application.

ACTIVITIES

Several student clubs are actively engaged in co-curricular activities supportive of the academic programs in the department.

The Forensic Society participates in intercollegiate competition in debate, group discussion and individual speech competition in over 15 separate categories including persuasive, informative, humorous speaking and oral interpretation of literature. Membership is open to all students with or without previous experience.

Students who have shown a commitment to debate and competitive speaking may be elected to membership in the forensic honor society, Pi Kappa Delta.

The Communication Club is open to all students for information/interchange on the professions related to the field of communication studies.

Students in communication studies may also become members of the National Communication Association honor society Lambda Pi Eta. Members are selected on the basis of scholarship and character.

Students may also receive academic credit in the department for active participation in debate or, forensics, —see course descriptions for more information on the following courses:

COMM 110 Forensics Practicum

COMM 150 Practicum in Communication Media

Note: A maximum of six credits in the above courses may be applied toward graduation.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Jabbar Al-Obaidi

MASTER OF ARTS IN TEACHING (SPEECH COMMUNICATION AND THEATER)

This program is inactive.

CRIMINAL JUSTICE

FACULTY

Chairperson and Graduate Program

Coordinator: Associate Professor Carolyn Petrosino

Assistant

Professors: Jo-Ann Della-Giustina, Dion Dennis,
Aviva Glasner, Mitchell Librett,
Richard Wright

Instructor: Francis Williams

Department Telephone Number: 508.531.2107

Location: Hart Hall, Room 337

Web site: www.bridgew.edu/CriminalJustice

DEGREE PROGRAMS

- BS in Criminal Justice
- MS in Criminal Justice
- Concentrations: Administration of Justice, Crime and Corrections

UNDERGRADUATE MINOR

- Criminal Justice

The Department of Criminal Justice offers a major program in criminal justice and a minor in criminal justice.

The department provides a rigorous discipline specific curriculum aimed at developing well-rounded graduates with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of career options in the field of criminal justice or closely related fields. Career options include positions in the criminal justice system, education, research, private treatment agencies and various state and federal justice agencies. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships.

UNDERGRADUATE PROGRAM

BACHELOR OF SCIENCE

The Bachelor of Science in Criminal Justice provides students with a solid background in criminal justice and criminology enabling them to develop a broad understanding of crime and the criminal justice system.

School of Arts and Sciences

The department developed the criminal justice program to meet the standards for criminal justice programs designed by the Massachusetts Board of Higher Education (BHE). The same standards are also affirmed by the Academy of Criminal Justice (ACJS). Program standards emphasize the development of skills in critical thinking, communications, conceptualizing ideas, and understanding criminal justice data. Students take courses in seven broad areas identified by the BHE as essential for criminal justice programs: 1.) Administration of Justice; 2.) Crime Theory; 3.) Law Enforcement; 4.) Criminal Law, and 5.) Corrections; 6.) Ethics; and 7.) Research and Analytic Methods.

Requirements:

- CRJU 201 Introduction to Criminal Justice
- CRJU 331 Police, Community, and Society
- CRJU 335 Criminal Law and the Courts
- CRJU 354 Corrections
- CRJU 406 Ethics and the Criminal Justice System
- CRJU 410 Applied Crime Theory
- CRJU 420 Research Methods in Criminal Justice
- CRJU 430 Analyzing Criminal Justice Data

One course from the following (3 credits):

- CRJU/SOCI 310 Women and Crime
- CRJU 358 Race, Class, Crime, and Justice
- CRJU 388 Hate Crime
- CRJU 404 Media, Justice, and Crime
- CRJU 425 Comparative Crime and Deviance

One course from the following (3 credits):

- CRJU 496 Seminar: Critical Issues in Crime and Justice
- CRJU 497 Research
- CRJU 498 Internship in Criminal Justice (only 3 credits will count toward the major)

Elective Requirements: Two courses from the following (6 credits):

- CRJU 213 The Juvenile Justice System
- CRJU/SOCI 310 Women and Crime (if not taken above)
- CRJU 323 Comparative Legal Systems in a Global Context
- CRJU 327 Deviance and Social Control
- CRJU 324 Law, Justice, and Society
- CRJU 325 Political Theory and the Justice System
- CRJU 332 History of Policing in America
- CRJU 334 White Collar Crime
- CRJU/SOCI 339 Violence, Guns, and Society
- CRJU 346 Criminal Procedure
- CRJU 347 Restorative Justice

CRJU/SOCI 355 Juvenile Delinquency
CRJU 358 Race, Class, Crime and Justice (if not taken in the core)

CRJU 359 Technology and Crime Control
CRJU 381 Privatization in Criminal Justice
CRJU 385 Victimology: Sociology of Victims
CRJU 388 Hate Crime (if not taken above)
CRJU 399 Special Topics in Criminal Justice (3 credits only)

CRJU 404 Media, Justice, and Crime
CRJU 406 Ethics and the Criminal Justice System
CRJU 425 Comparative Crime and Deviance (if not taken above)

CRJU 426 Ethnography and Crime Analysis
CRJU 485 Honors Thesis
PSYC 369 Psychology of Criminal Behavior

Cognate Courses (choose one course from the following (3 credits):

ECON 325 The Economy of Crime
HEAL 405 Drugs in Society
HIST 463 History of the American City
HIST 468 American Political History
PHIL 322 Philosophy of Law
PHIL 403 Ethics and Action
POLI 285 Introduction to Law
POLI/ECON 340 Law and Economics
POLI 341 Constitutional Law and Politics: The Powers of Government
POLI 342 Constitutional Law and Politics: The First Amendment
POLI 343 Constitutional Law and Politics: Liberty and Equality
POLI 341 Constitutional Law and Politics: The Powers of Government
PSYC 369 Psychology of Human Behavior (if not taken as a Criminal Justice elective)
PSYC 370 Abnormal Psychology
POLI 389 Racial Politics in the United States
PSYC 474 Forensic Psychology
SOCI 313 Family Violence

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Note: The Bachelor of Arts in Criminal Justice is inactive.

CRIMINAL JUSTICE MINOR

The criminal justice minor consists of six courses (18 credits)

The objective of the minor program is to provide a substantive area of study in criminal justice for students majoring in complementary disciplines such as sociology, political science, social work, economics, anthropology or psychology. Criminal justice education includes the scientific study of crime and delinquency, law-making, punishment, and the reintegration of the offender back into the community. Students in the minor program are required to take basic courses that will provide a theoretical and applied knowledge of the discipline.

Required criminal justice core courses (6 credits):

CRJU 201 Introduction to Criminal Justice
CRJU 410 Applied Theory in Criminal Justice

Choose one course (3 credits) from the following:

CRJU 331 Police, Community and Society
CRJU 335 Criminal Law and the Courts
CRJU 354 Corrections

Criminal Justice electives (choose any three credits):

CRJU 213 The Juvenile Justice System
CRJU/SOCI 310 Women and Crime
CRJU 323 Comparative Legal Systems in a Global Context
CRJU 324 Law, Justice and Crime
CRJU 325 Political Theory and the Justice System
CRJU/SOCI 327 Deviance and Social Control
CRJU 332 History of Policing in America
CRJU/SOCI 334 White Collar Crime
CRJU/SOCI 339 Violence, Guns, and Society
CRJU 346 Criminal Procedure
CRJU 347 Restorative Justice
CRJU/SOCI 355 Juvenile Delinquency
CRJU 358 Race, Class, Crime and Justice
CRJU 359 Technology and Crime Control
CRJU 381 Privatization in Criminal Justice
PSYC 369 Psychology of Criminal Behavior
CRJU/SOCI 385 Victimology: Sociology of Victims
CRJU 388 Hate Crime
CRJU 399 Special Topics in Criminal Justice
CRJU 404 Media, Justice and Society
CRJU 425 Comparative Crime and Deviance

HONORS PROGRAM

The honors program in criminal justice provides highly motivated criminal justice majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree. Contact the Department of Criminal Justice for further information concerning eligibility and application.

OVERSEAS STUDY OPPORTUNITIES

The Department of Criminal Justice urges its majors and minors to study abroad, both via Bridgewater State College sponsored study tours and as exchange students at universities. The Office of International Programs can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State College.

GRADUATE PROGRAMS

Program Coordinator: Dr. Carolyn Petrosino

BACHELOR OF SCIENCE/MASTER OF SCIENCE - JOINT DEGREE PROGRAM

Bridgewater State College offers a joint degree program. This 151 credit program leads to both a BS and a MS degree in Criminal Justice.

Qualified criminal justice majors who have competitive GPAs and have earned 90 credits may apply to the joint degree program. Acceptance enables these students to take a combination of undergraduate and graduate courses beginning in their senior year.

Students admitted into the joint degree program must complete all of the requirements for the Bachelor of Science and the Master of Science in criminal justice programs in order to receive both degrees simultaneously.

MASTER OF SCIENCE IN CRIMINAL JUSTICE

The Master of Science in Criminal Justice provides students with the knowledge and skills necessary to succeed in a variety of professional positions in criminal justice or in closely related fields. Graduates from the program will also attain the academic background and proficiency necessary for admission into and completion of doctoral programs in criminal justice. Students in the program will acquire detailed knowledge of the seven broad areas of criminal justice, learn about the role of information technology in the criminal justice system, become familiar with major data sources, and learn to carry out research and data analysis in criminal justice. Students will also develop skills in critical thinking and in oral and written communications. In addition to providing a solid foundation in contemporary criminal justice, the program emphasizes diversity in criminal justice issues. Students may choose from two concentrations. The concentration in Administration of Justice is offered in cooperation with the Master of Public Administration program. Students may also concentrate in Crime and Corrections.

Admission Requirements

- 1.) A 3.0 undergraduate GPA based upon four years of work.
- 2.) A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- 3.) Three appropriate letters of recommendation.

For more information contact the program coordinator.

The Master of Science in Criminal Justice requires completion of 31 credit hours, including six required core courses (18 credits). Students take their remaining courses from departmental graduate courses as well as up to two approved graduate courses from outside of the department. The program includes a capstone requirement that may be satisfied with either a master's thesis (6 credit hours) or a combination of a comprehensive examination and a master's project completed in a research seminar in criminal justice (CRJU 542 or CRJU 597). The department will offer one research seminar each year.

The Master of Science in Criminal Justice curriculum

Core Courses (required of all students): 16 credit hours
CRJU 500 Foundations of Scholarship (1 credit)
CRJU 504 Seminar: Crime, Justice and Society
CRJU 505 Applications in Crime Theory

CRJU 510 Graduate Research Seminar in Criminal Justice
CRJU 511 Analyzing Criminal Justice Data
CRJU 512 Ethics and Policy in Criminal Justice

Additional Courses: 15 credits

CRJU 501 The Structure and Process of the Criminal Justice System (strongly recommended for students who do not hold a bachelor's degree in criminal justice)

CRJU 502 Research

CRJU 503 Directed Study

CRJU/SOCI 514 Theories of Deviance

CRJU 515 Criminal Justice Administration

CRJU 520 Violence, Crime and Society

CRJU 521 Domestic Violence

CRJU 522 Women and Criminal Justice

CRJU 525 Comparative Crime and Justice

CRJU 526 Communities, Cities and Crime

CRJU 527 Policing in a Democratic Society

CRJU 540 Corrections, Crime and Society

CRJU 541 Community-Based Corrections

CRJU 542 Research Seminar in Corrections
(rotating topics)

CRJU 545 White Collar and Corporate Crime

CRJU 546 Class, Race, Gender and Crime

CRJU 550 Juvenile Justice and Society

CRJU 551 Law and Society

CRJU 555 Information Technology for Criminal Justice

CRJU 557 Advanced Research Methods in Criminal Justice

CRJU 597 Research Seminar in Criminal Justice
(rotating topics)

CRJU 598 Internship in Criminal Justice

CRJU 599 Special Topics in Criminal Justice

Capstone Requirement

Either completion of a master's thesis (6 credit hours) or a combination of a comprehensive exam and a master's project completed in a research seminar in criminal justice (CRJU 542 or CRJU 597) is required.

Other Courses: With the approval of the graduate coordinator students may take up to two of these courses or other approved graduate courses:

POLI 501 Introduction to Public Institutions and Administration

POLI 505 Public Management

POLI 511 Program Evaluation and Policy Analysis

Optional Concentrations: Students must take at least three courses in the concentration (9 credit hours).

Administration of Justice

CRJU 515 Criminal Justice Administration

POLI 501 Introduction to Public Institutions and Administration

POLI 505 Public Management

Crime and Corrections

CRJU 540 Corrections, Crime and Society

CRJU 541 Community-Based Corrections

CRJU 542 Research Seminar in Corrections

EARTH SCIENCES

FACULTY

Chairperson: Professor Jacek Sulanowski

Graduate Program

Coordinator: Associate Professor Peter Saccocia

Professor: Richard Enright

**Associate
Professor:** Michael Krol

**Assistant
Professor:** Robert Cicerone

Department Telephone Number: 508.531.1390

Location: Conant Science Building, Room 308A

Web site: www.bridgew.edu/EarthSciences/

DEGREE PROGRAMS

- BA in Earth Sciences
- BS in Earth Sciences
 - Concentrations: Environmental Geosciences, Geology
- BS in Chemistry/Geology (offered jointly with the Department of Chemical Sciences)
- MAT General Science
- MAT - Physical Sciences

UNDERGRADUATE MINORS

- Earth Sciences
- Geophysics*

*Interdisciplinary Minor

The Department of Earth Sciences offers several undergraduate programs in the earth and environmental sciences. Majors in the BS earth sciences program may elect a concentration in environmental geosciences or geology. The BA or BS earth science programs may also be taken as a double major with education. In addition, a program in chemistry-geology, and a preprofessional program in oceanography are available.

The Earth Sciences faculty have a wide range of expertise within the geosciences and are actively engaged in research. The department includes faculty with extensive background and experience in the realm of field work, laboratory investigations, and theoretical work, including computer modeling. This diversity supports a modern

curriculum and provides numerous opportunities for students to extend their education beyond the confines of the traditional classroom.

Departmental faculty collaborate with scientists from other academic institutions to increase the number and variety of research opportunities for students. One member of the faculty is a Guest Investigator at the Woods Hole Oceanographic Institution. This appointment generates research opportunities for students in marine geochemistry, geology, and oceanography and includes sea-going expeditions. Another faculty member collaborates with the Earth Resources Laboratory in the Department of Earth, Atmospheric and Planetary Sciences at the Massachusetts Institute of Technology. The latter collaboration creates student research opportunities in geophysics, which includes projects focused on earthquake generation. The research program of a third faculty member enables additional undergraduate research opportunities in the fields of petrology and tectonics with a focus on the geology of both the Appalachian and Rocky Mountains. The department also supports research within the realm of sedimentology and paleontology. This includes course-based research projects involving both field investigations and laboratory analysis of sediment transport and deposition, particularly within the coastal environment.

The department has a long history of active engagement within the cutting-edge field of remote sensing and supports these activities with both traditional courses and numerous applied research opportunities. In this regard, the department has been selected as the only one in the state college system in Massachusetts to participate in the National Aeronautics and Space Administration (NASA) sponsored Joint Venture (JOVE) program. This distinction led to collaborations with the Jet Propulsion Laboratory on remote sensing projects in Mexico, Alabama, and Southeastern Massachusetts and the Goddard Space Flight Center on bolide impacts. Similar research projects, performed by both faculty and undergraduate students, are on-going today.

The department is committed to providing undergraduate students the opportunity to perform research with a faculty mentor. Each year, earth science students are involved in research and present their work at professional conferences organized by both regional and national geologic organizations. These opportunities help to propel our students into rewarding careers and excellent graduate programs.

Modern equipment supports the department's curriculum, including laboratory courses and undergraduate research projects. This equipment includes: (1) an X-ray

Diffractometer with powder cameras, (2) thin sectioning equipment; (3) new polarizing and stereoscopic microscopes; (4) a research grade Olympus polarizing microscope complete with a digital camera and image analysis software; (5) a proton precession magnetometer; (6) a seismic refraction unit; (7) an AS-I earthquake seismometer; (8) a Frantz Isodynamic Separator; (9) a 14-foot coastal research vessel; (10) a portable gamma-ray spectrometer; (11) a portable visible-near infrared spectroradiometer (12) a Sunsparc 20 UNIX work station; (13) a SunBlade 150 UNIX workstation; (14) GPS surveying equipment and (15) groundwater and stream water sampling/monitoring equipment.

Finally, our close relations with the Department of Chemical Sciences have facilitated access to more specialized instrumentation used to investigate geochemical problems. This includes an atomic absorption spectrometer, an ultraviolet- visible spectrophotometer and a gas chromatograph/mass spectrometer.

In addition to course related laboratory spaces, the department has several smaller specialized laboratories to support research activities. These include a well-equipped remote sensing laboratory, a geochemistry and petrology laboratory, a fine particle sedimentology laboratory, and extensive facilities for the preparation of rock samples for numerous analyses.

Earth sciences faculty are using Bridgewater State College's sophisticated computer facilities for classroom instruction, including demonstrating and displaying web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms." To learn more, visit the department Web site at www.bridgew.edu/depts/EarthSciences/.

The department boasts an active Earth Sciences and Geography Club that sponsors both local (Museum of Comparative Zoology at Harvard University), regional (New Hampshire's White Mountains), national (Hawaii), and international (Canada, Iceland, Mexico) field trips. Students may also qualify for Sigma Gamma Epsilon, the national earth science honor society.

UNDERGRADUATE PROGRAMS

EARTH SCIENCES MAJOR

The major in Earth Sciences is a solid broad-based program that provides the student with an understanding and appreciation of the physical aspects of the earth and earth processes. Career opportunities for graduates exist in federal, state and local government service, industry, and environmental studies both with regulatory agencies and consulting firms. Teaching in the elementary, middle and secondary schools is another option. Many of our earth science majors have been awarded full fellowships at leading graduate schools. In addition, the faculty have an extensive program of undergraduate research, and many students have presented the results of their undergradu-

ate research at various national meetings. Some of this research has been funded, and students are encouraged to contact the faculty if interested. Internships are also available for those students desiring to prepare themselves for employment upon graduation. Interested students are encouraged to contact the earth science/geology faculty – Drs. Cicerone, Enright, Krol, Saccocia and Sulanowski for more information about earth science/geology programs.

EARTH SCIENCES MAJOR – BACHELOR OF ARTS

EASC 100 Physical Geology
EASC 101 Historical Geology
EASC 210 Oceanography
EASC 215 Solar System Astronomy
EASC 280 Vertebrate Paleontology
EASC 300 Excursions in Geology
EASC 400 Earth Systems Science I
EASC 410 Earth Systems Science II
GEOG 221 Meteorology

Earth Science Elective Requirement:

One earth science elective course at the 200, 300, or 400 level

Cognate requirements:

MATH 100 Precalculus Mathematics (or equivalent passing score on the mathematics placement test)

CHEM 102 Chemistry in Everyday Life
or

CHEM 131 Survey of Chemistry I
Any one biology or physics course

Not more than one grade of "D" in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

EARTH SCIENCES MAJOR – BACHELOR OF SCIENCE

Earth science core courses required:

EASC 100 Physical Geology
EASC 101 Historical Geology

EASC 210 Oceanography
EASC 215 Solar System Astronomy
EASC 240 Hydrology
EASC 280 Vertebrate Paleontology
EASC 284 Geomorphology
EASC 300 Excursions in Geology
EASC 400 Earth Systems Science I
EASC 410 Earth Systems Science II
GEOG 221 Meteorology

Additional earth science course required:

One earth science elective course at the 200, 300, or 400 level.

Cognate requirements:

CHEM 141-142 Chemical Principles I and II

PHYS 181-182 Elements of Physics I and II

or

PHYS 243-244 General Physics I and II

MATH 141-142 Elements of Calculus I and II

or

MATH 151-152 Calculus I and II

Not more than one grade of "D" for a course in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

**ENVIRONMENTAL GEOSCIENCES
CONCENTRATION**

This concentration is designed to provide students with a fundamental understanding of earth processes as well as the specific tools which they will employ as environmental geoscience professionals. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. The selection of appropriate elective courses within the major as well as in the cognate disciplines of biology and chemistry will prepare the student for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas.

EASC 100 Physical Geology
EASC 101 Historical Geology
EASC 240 Hydrology
EASC 283 Structural Geology

EASC 284 Geomorphology
EASC 372 Mineralogy
EASC 476 Sedimentology and Stratigraphy
EASC 496 Seminar in Geology

Plus a minimum of four other earth science courses selected with the **written concurrence of the adviser**. Other courses may be added or approved as substitutes **with approval of the adviser**.

Minimum cognate requirements include:

MATH 141-142 Elements of Calculus I-II

or

MATH 151-152 Calculus I-II

CHEM 131-132 Survey of Chemistry I-II

or

CHEM 141-142 Chemical Principles I-II

PHYS 181-182 Elements of Physics I-II

or

PHYS 243-244 General Physics I-II

or

Two approved biology courses

Students are also encouraged to take the following courses:

BIOL 117 The Biological Environment

BIOL 225 Ecology

BIOL 240 Plant Morphology

BIOL 327 Wetlands Biology

CHEM 343-344 Organic Chemistry I-II

ENGL 201 Technical Writing I

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

GEOLOGY CONCENTRATION

The most comprehensive of all of the earth science programs within the Commonwealth, this concentration provides students with an understanding of the physical and chemical aspects of the earth and its internal as well as surface processes. Career opportunities for graduates exist in federal, state and local government service, industry and environmental studies both with regulatory agencies and consulting firms. With the selection of appropriate electives, students will be prepared for government service, for environmental work related to the detection and monitoring of pollutants as well as for remediation of affected areas, and for careers in such fields as environmental geology, mining or petroleum geology and hydrology. This concentration gives

students a solid background in geology and the cognate sciences required to successfully pursue graduate work at leading universities.

EASC 100 Physical Geology

EASC 101 Historical Geology

EASC 283 Structural Geology

EASC 284 Geomorphology

EASC 372 Mineralogy

EASC 463 Petrology

EASC 475 Paleontology

EASC 496 Seminar in Geology

Four additional earth science courses **selected with the adviser's approval**

Plus:

MATH 151-152 Calculus I-II

or

MATH 141-142 Elements of Calculus I-II

CHEM 141-142 Chemical Principles I-II

or

CHEM 131-132 Survey of Chemistry I-II

Physics or Biology:

PHYS 243-244 General Physics I-II

or

PHYS 181-182 Elements of Physics I-II

or

Two semesters of biology courses **selected with the adviser's approval**

Not more than one "D" for a semester course in the major, taught in the department, shall be accepted to fulfill the requirements for this program.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHEMISTRY-GEOLOGY MAJOR

A major in chemistry-geology is offered jointly with the Department of Chemical Sciences. See the catalog section "Interdisciplinary and Preprofessional Programs" for details.

EARTH SCIENCES MINOR

EASC 100 Physical Geology

EASC 101 Historical Geology

Four additional earth sciences courses (**departmental approval required**)

GEOPHYSICS MINOR

A minor in geophysics is jointly offered with the Department of Physics. For further information, contact the department chairpersons.

MINOR IN SECONDARY EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL OR PREK-12 SPECIALIST)

Students may minor in secondary education (high school, middle school or PreK-12 specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in earth sciences and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Earth Sciences and the appropriate education department for further information.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Peter Saccocia

MASTER OF ARTS IN TEACHING EARTH SCIENCES

This program is inactive.

GENERAL SCIENCE

For current information concerning this program, consult the "Physics" section of this catalog.

PHYSICAL SCIENCE

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.

ENGLISH

FACULTY

Chairperson: Professor Evelyn Pezzulich

Graduate Program

Coordinator: Assistant Professor Greg Chaplin

Professors: Charles Angell, Thomas Curley,
Arnold Girdharry, Lois Poule,
Jadwiga Smith, William Smith,
Judith Stanton, Delija Valiukenas

Associate

Professors: Michael Boyd, Ann Brunjes,
Michael Hurley, Philip Tabakow

Assistant

Professors: Benjamin Carson, Anne Doyle,
Kathryn Evans, John Kucich,
Julia Staknevich, Kathleen Vejvoda,
Jerald Walker

Instructor: Michelle Cox

Department Telephone Number: 508.531.1258

Location: Tillinghast Hall, Room 339

Web site: www.bridgew.edu/English

DEGREE PROGRAMS

- BA in English
 - Concentrations:
 - English Education (High School, Middle School)
 - Writing
- MA in English
 - Concentration: Creative Writing
- MAT - English

UNDERGRADUATE MINOR

- English

UNDERGRADUATE PROGRAMS

Bachelor of Arts

The program of study for English majors aims to enhance their appreciation and knowledge of literature and the writing process. Through exposure to significant literary works and to the tools for understanding and analyzing what they read and write, students will develop an understanding of the history and background of English-language literatures, including texts in translation central to the discipline. Coursework in the major

includes offerings in culturally diverse English-language literatures with a foundation in British and American traditions, embracing the writing process and critical analysis. This background prepares English majors to enter diverse careers or to pursue graduate study. Bridgewater State College English majors have achieved success in a wide variety of occupations including teaching, banking, law, medicine, publishing, government service, public relations, technical writing, creative writing, advertising and business administration.

Within the English major, students may also pursue a writing concentration or combine their program with licensure in elementary, middle school, or secondary education.

The department offers an honors program for students who wish to pursue independent study culminating in a thesis.

The department participates in interdisciplinary minors such as American Studies, Canadian Studies, Irish-American Studies and Women's Studies.

ENGLISH MAJOR

Majors must achieve a grade of C or above in ENGL 101 Writing I and ENGL 102 Writing II. Credit earned for ENGL 101 and ENGL 102 may not be applied to the major.

The Department of English will permit a major to use only one passing grade below C- to satisfy requirements in the English major. An additional grade below C- will require the major to take another English course.

The major must earn 36 credits in English, which must include three semester hours in each of the following:

- ENGL 203 Writing About Literature
(must be taken early in the major)
- ENGL 211 Literary Classics of Western
Civilization to 1600
or
ENGL 221 Major British Writers to 1800
- English literature before 1800 (ENGL 221 is one of many courses which satisfies this requirement but may not be double counted)
- ENGL 320 Chaucer
- ENGL 321 The Age of Pope 1660-1740
- ENGL 322 The Age of Johnson 1740-1800
- ENGL 335 Elizabethan and Jacobean Drama
- ENGL 340 Literature of the English
Renaissance

- ENGL 341 Literature of the Continental Renaissance
- ENGL 342 Shakespeare: Histories and Comedies
- ENGL 343 Shakespeare: Tragedies and Late Plays
- ENGL 360 The English Novel I
- ENGL 370 Seventeenth Century Literature
- ENGL 380 Milton
- English literature after 1800 (any course);
- ENGL 312 Modern British Fiction
- ENGL 350 Recent British Fiction
- ENGL 361 The English Novel II
- ENGL 365 Victorian Prose and Poetry
- ENGL 367 English Literature of the Late Victorian and Edwardian Periods
- ENGL 377 Post-Colonial Literature and Theory
- ENGL 381 Irish Literature I
- ENGL 382 Irish Literature II
- ENGL 386 English Romantic Poets
- ENGL 393 Modern British Poetry
- American literature (any course);
- ENGL 309 Early American Literature, Beginnings to 1820
- ENGL 315 Ethnic American Literature
- ENGL 317 African-American Literature I
- ENGL 318 African-American Literature II
- ENGL 329 Modern American Fiction
- ENGL 330 Recent American Fiction
- ENGL 331 U.S. Literature in the Nineteenth Century I
- ENGL 332 U.S. Literature in the Nineteenth Century II
- ENGL 333 Realism and Naturalism
- ENGL 346 Southern Literature
- ENGL 356 Modern American Drama
- ENGL 357 Recent American Drama
- ENGL 394 Modern American Poetry
- ENGL 395 Studies in Recent American Poetry
- A seminar (generally taken during the senior year)
- ENGL 494 Seminar: Special Topics
- ENGL 495 Seminar: British Literature and Culture
- ENGL 496 Seminar: American Literature and Culture
- ENGL 497 Seminar: World Literatures and Cultures
- 18 credits in English electives

Topical courses may fulfill some of the above requirements. Topics are designated in the *Course Schedule*.

No more than six hours of 200 level literature courses can be credited toward the major. The six-hour limit in literature does not apply to 200 level writing courses or 200 level film courses in the English Department.

Credit for ENGL 498 Internship in English may not be applied to the requirements of the major.

WRITING CONCENTRATION

The writing concentration is designed to offer a student supervised writing throughout the college career. Students may select courses which emphasize applied writing (technical and business writing), expressive or referential writing or the teaching of writing.

Requirements:

English major requirements in addition to the following:

- 9 credit hours from among the following:
- ENGL 200 Personal and Public Writing
- ENGL 201 Technical Writing I
- ENGL 202 Business Communication
- ENGL 204 Responding to Writing
- ENGL 228 Fiction Writing Workshop
- ENGL 229 Poetry Writing Workshop
- ENGL 230 Creative Writing
- ENGL 280 The Journalistic Essay
- ENGL 301 Writing and the Teaching of Writing
- ENGL 302 Technical Writing II
- ENGL 389 Topics in Writing
- ENGL 390 Theories in Writing
- ENGL 392 Advanced Poetry Writing Workshop
- ENGL 396 Rhetoric and Style

ENGL 489 Advanced Portfolio Workshop

ENGLISH EDUCATION CONCENTRATION - HIGH SCHOOL/MIDDLE SCHOOL

Students may minor in secondary (high school, grades 8-12 or middle school, grades 5-8) education. Successful completion of this program will lead to Massachusetts Initial Teacher Licensure. Students must complete either the English education concentration for high school or middle school. Students should also refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and minor requirements.

Required Courses:

- A course in young adult literature (LIBR 420)
- ENGL 203 Writing about Literature

- Choose one course from the following courses:
ENGL 211 Literary Classics of Western Civilization to 1600
ENGL 221 Major British Writers to 1800
- Choose one course from the following courses:
ENGL 253 Non-Western Literature
ENGL 315 Ethnic American Literature
ENGL 317 African American Literature I
ENGL 318 African American Literature II
- Choose one course from the following courses:
ENGL 327 Women Writers: The Female Tradition to 1900
ENGL 328 Women Writers: The Female Tradition since 1900
- Choose one course from the following courses:
ENGL 320 Chaucer
ENGL 321 The Age of Pope: 1660-1740
ENGL 322 The Age of Johnson: 1740-1800
ENGL 335 Elizabethan and Jacobean Drama
ENGL 340 Literature of the English Renaissance
ENGL 341 Literature of the Continental Renaissance
ENGL 342 Shakespeare: Histories and Comedies
ENGL 343 Shakespeare: Tragedies and Late Plays
ENGL 360 The English Novel I
ENGL 370 Seventeenth Century Literature
ENGL 380 Milton
- Choose one course from the following courses:
ENGL 312 Modern British Fiction
ENGL 350 Recent British Fiction
ENGL 361 The English Novel II
ENGL 365 Victorian Prose and Poetry
ENGL 367 English Literature of the Late Victorian and Edwardian Periods
ENGL 381 Irish Literature I
ENGL 382 Irish Literature II
ENGL 386 English Romantic Poets
ENGL 393 Modern British Poetry
- Choose one course from the following courses:
ENGL 261 Film Study: Introduction to the Art
ENGL 262 Film Study: Literature and Film
- Choose one course from the following courses:
ENGL 305 History of the English Language
ENGL 323 Introduction to Linguistics
- Choose one course from the following courses:
ENGL 309 Early American Literature, Beginnings to 1820
ENGL 331 U.S. Literature in the Nineteenth Century I
ENGL 332 U.S. Literature in the Nineteenth Century II

ENGL 333 Realism and Naturalism

- Choose one course from the following courses:
ENGL 329 Modern American Fiction
ENGL 330 Recent American Fiction
ENGL 346 Southern Literature
ENGL 356 Modern American Drama
ENGL 394 Modern American Poetry
ENGL 395 Studies in Recent American Poetry
- ENGL 301 Writing and the Teaching of Writing
- One seminar course

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in English and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

ENGLISH MINOR

Traditionally considered the province of liberal arts majors, the English minor also offers a suitable option for students majoring in such specialized technical and professional fields as computer science, social sciences, behavioral sciences and management science. Eighteen credits in English are required with at least nine credits in courses at the 300 level or above. The remaining nine credits may be taken in courses at the 200 level or above. Credit earned for ENGL 101 Writing I and ENGL 102 Writing II may not be applied toward the minor.

HONORS PROGRAM

The Honors Program in English provides highly motivated English majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in English. Contact the Department of English for further information concerning eligibility and application.

GRADUATE PROGRAMS

Program Coordinator: Dr. Gregory Chaplin

MASTER OF ARTS

The Master of Arts degree in English (MA) is designed for students pursuing advanced studies in English. Candidates in this degree program come from varied academic backgrounds. Some simply want to extend their undergraduate background and complete an MA in English, while others are destined for a PhD and a college teaching career. A number of our MA students are already certified teachers in private or public schools and want an advanced degree in English for professional reasons. Finally, a small number simply want to acquire the MA as an end in and of itself.

Admission Requirements

- 1) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate degree GPA based upon work completed in the junior and senior years.
- 2) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3) Three appropriate letters of recommendation.
- 4) An undergraduate major in English, with at least 24 credit hours in the discipline, is generally required for admission to this program. Students with deficient academic backgrounds are sometimes accepted into the program with the stipulation that these deficiencies be made up before work actually credited to the degree program begins.

Degree Requirements

Thirty-three (33) credits at the 500-level distributed as follows:

- ENGL 500 Introduction to Graduate Study in English (3 credits) (To be taken early in the student's program)
- Three courses in literary periods, figures, or genres (9 credits)
- One course in ethnic or culturally diverse literature (3 credits)
- One course in literary theory (3 credits)
- One course in writing (3 credits)
- Two elective courses in literature and/or writing (6 credits)

The remaining course requirements (6 credits) can be satisfied by completing one of the following two research options:

Thesis Option

Students who choose this option will research and write a thesis, a work of independent scholarship, which demonstrates their ability to apply the knowledge and scholarly tools acquired during their degree work. Students who want to pursue doctoral work in English are strongly encouraged to choose the thesis option. Those who choose to write a thesis should consult the graduate coordinator and adviser to select a thesis director and committee, then write a thesis proposal, and register for ENGL 502 Research (6 credits). The thesis must be fully accepted by the thesis director and thesis committee.

Non-Thesis Option

Students who choose not to write a thesis must complete the non-thesis option by fulfilling both of the following requirements:

1. Students must enroll in two additional three-credit 500-level elective courses in literature and/or writing (Total 6 credits).
2. Students are also required to submit two long seminar papers for evaluation by the Graduate Committee. For this purpose students should select their two best seminar papers written during their graduate program of study. (These papers should be clean, i.e., without the professors' comments and grades.) Subject to the acceptance by the Graduate Committee, the seminar papers will be placed in the student's folder in the department.

Total Degree Credits: 33

Additional Degree Requirements

A Foreign Language Reading Proficiency Test (An intermediate-level reading/translation test in a foreign language of the student's choice; the student may use a foreign-language dictionary during the test.)

A Comprehensive Examination
(Taken after course work is completed)

MASTER OF ARTS

Creative Writing Concentration

This program is designed to provide students with the intense study of the art and craft of creative writing. Students

who intend to pursue the MFA in English, a career in editing or journalism, or wish to explore their potential as a professional writer will find this option particularly beneficial.

Admission requirements

In addition to the admission requirements for the Master of Arts in English, students who wish to pursue the Creative Writing Concentration must also submit a creative writing sample. Poets should submit 10 to 12 poems. Prose writers should submit between 20 and 40 pages of fiction or creative fiction.

Students not admitted specifically for the Creative Writing Concentration but who wish to change to this concentration must obtain approval from the creative writing faculty who would serve as his or her thesis director.

Degree requirements

Thirty-three (33) credits at the 500-level distributed as follows:

- ENGL 500 Introduction to Graduate Study in English (3 credits) (To be taken early in the student's program)
- Three courses in literary periods, figures or genres (9 credits)
- One course in ethnic or culturally diverse literature (3 credits)
- One course in literary theory (3 credits)
- Two courses in creative writing (6 credits)
- One elective course in literature or writing (3 credits) or three (3) internship credits
- A foreign language reading proficiency test
- The remaining course requirements (6 credits) must be satisfied by completing a creative thesis (ENGL 502)

MASTER OF ARTS IN TEACHING ENGLISH

Program for Teachers who have, or are seeking Professional Licensure

The Master of Arts in Teaching degree in English (MAT) was developed for high-school and middle-school English teachers. Specifically, the MAT is designed for secondary school teachers who have initial licensure and are seeking professional licensure in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. Also, this degree program

will appeal to high-school and middle-school English teachers who already have standard certification or a professional license and simply want to acquire additional knowledge and a graduate degree in the discipline. Graduate students in the MAT will complete courses in both English and education. Advising will be done by full-time members of the graduate faculty in the Department of English.

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) An initial teaching license.
- 4.) Three appropriate letters of recommendation.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Degree Requirements:

Thirty-three (33) credits at the 500-level distributed as follows:

- Eighteen (18) credits in English
 - ENGL 500 Introduction to Graduate Study in English (3 credits)
 - Two courses in literary periods, figures, or genres (6 credits)
 - One course in writing (3 credits)
 - One course in ethnic and culturally diverse literature (3 credits)
 - One elective course in literature or writing (3 credits)

Fifteen (15) credits in secondary education:

- EDMC 530 The Teacher as Researcher
- EDMC 531 The Standards-Based Classroom: Curriculum
- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 The Professional Teacher (final program course)

A Comprehensive Examination administered by the Department of English

FOREIGN LANGUAGES

FACULTY

Acting

Chairperson: Assistant Professor Fernanda Ferreira

Graduate Program

Coordinator: Associate Professor Duilio Ayalamacedo

Professor: Margaret Snook

Associate

Professors: Leora Lev, Atandra Mukhopadhyay

Department Telephone Number: 508.531.1279

Location: Tillinghast Hall, Room 317

Web site: www.bridgew.edu/catalog/ForeignLanguage

DEGREE PROGRAM

- BA in Spanish

UNDERGRADUATE MINOR

- Spanish

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The Department of Foreign Language offers students an opportunity to gain practical working knowledge of one or more of 10 foreign languages. Students may choose any of these 10 languages offered by the department unless otherwise advised by the requirements of their academic major. Students who are continuing the study of foreign languages at Bridgewater State College should do so at the earliest opportunity.

The department offers an undergraduate major and minor in Spanish.

To maintain good standing, only grades of C- or better are allowed in each major course and in LANG 324 and EDHM 424. Thirty to 36 semester hours are required for a Spanish major.

For all prerequisites, equivalent course credit or preparation will be considered.

The Department of Foreign Languages participates in the multidisciplinary minor in Canadian Studies; the Latin American and Caribbean Studies minor; the

Women's and Gender studies minor; and the Asian Studies minor. For specific information on these programs, consult the catalog section "Interdisciplinary and Preprofessional Programs."

SPANISH MAJOR

To graduate with a major in Spanish, the student must take 30-36 credits of Spanish courses LASP 252 and above. The following is a partial list of approved courses for the Spanish major.

- LASP 252 Reading in Spanish
- LASP 271 Patterns of the Spanish Language
- LASP 272 Spanish Composition
- LASP 281 Spanish Conversation
- LASP 290 Spanish Phonetics and Dialectology
- LASP 301 The Golden Age of Spanish Literature
- LASP 310 Contemporary Latin American Short Story
- LASP 320 Latin American Poetry
- LASP 350 Gender, Sexuality and Politics in Hispanic Cinema
- LASP 351 Cervantes
- LASP 381 The Middle Ages
- LASP 391 Spanish Civilization
- LASP 392 Spanish-American Civilization
- LASP 400 Survey of Spanish Literature
- LASP 401 Topics in Spanish Literature
- LASP 402 Survey of Spanish-American Literature
- LASP 403 Topics in Spanish-American Literature
- LASP 404 Nineteenth Century Spanish Literature
- LASP 410 Latin American Novel: Early Twentieth Century
- LASP 420 The Contemporary Latin American Novel
- LASP 451 Twentieth Century Spanish Literature
- LASP 490 Seminar in Hispanic Literature
- LASP 495 Seminar in Spanish-American Literature

A maximum of three credits in LANG 498 Internship in Foreign Languages may be substituted for one course above with departmental approval.

A maximum of three credits earned in a Spanish course taught in English may be applied toward the Spanish major. Spanish courses taught in English include LASP 350 Gender, Sexuality and Politics in Hispanic Cinema.

The following courses are not applicable towards the Spanish major:

- LASP 210 Latin American Poetry in Translation
- LASP 220 The Contemporary Latin American Novel in English Translation
- LASP 230 Contemporary Latin American Short Story in Translation

Courses with a LANG subject code (with the exception of LANG 498)

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

SACHEM consortium courses and study abroad are available for transfer purposes. See the "Undergraduate Academic Experience" of this catalog for further information.

The Spanish major sequence is not available in the evening hours.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in Spanish and elementary education, early childhood education or special education for licensure purposes. Advising on appropriate course sequences is available.

SPANISH MINOR

Spanish minors are required to take 18 semester hours in the foreign language, which may include the 101-102 level. The choice of subsequent courses may be determined in consultation with the department head.

A maximum of three credits earned in a Spanish course taught in English may be applied toward the Spanish minor. Spanish courses taught in English include:
LASP 350 Gender, Sexuality and Politics in Hispanic Cinema

The following courses are not applicable towards the Spanish minor:

LASP 210 Latin American Poetry in Translation
LASP 220 The Contemporary Latin American Novel in English Translation
LASP 230 Contemporary Latin American Short Story in Translation
LANG 300 Languages of the World
Courses with a LANG subject code (with the exception of LANG 498)

MINOR IN SECONDARY EDUCATION

The minor in Secondary Education for licensure as a Teacher of Foreign Language (Spanish) 5-12 is inactive.

FOREIGN LANGUAGE REQUIREMENT

Students who would like to continue the study of foreign languages at Bridgewater State College should do so at the earliest opportunity.

With the exception of advanced placement foreign language courses and foreign language CLEP exams, credit may not be granted to students exempt from one to two semesters because of study of three or more secondary levels of the same foreign language or because of a placement score. Students whose total credit hours fall below the minimum 120 required for graduation due to a foreign language exemption would need to take additional free elective course work to meet this graduation requirement.

FOREIGN LANGUAGE PLACEMENT POLICY

- **If you have completed four levels of foreign language in high school**
 - see the department chairperson if you wish to continue in the same language.
 - you may begin a new foreign language at the 101 level.
- **If you have completed three levels of foreign language in high school with at least a C grade in level three**
 - You will automatically be placed in level _102 of the same language.
 - You may begin a new foreign language at the 101 level.
 - You may take the Foreign Language Placement Exam for higher placement only.
- **If you have completed three levels of foreign language in high school with less than a C in level three**
 - You must take the Foreign Language Placement Exam and be placed accordingly.
 - You may begin a new foreign language at the 101 level
- **If it has been two or more years since you completed three levels of foreign language in high school**
 - You must take the Foreign Language Placement Exam and you may take _101 for credit if the exam places you in _101.
 - You may begin a new foreign language at the 101 level.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Duilio Ayalamacedo

MASTER OF ARTS IN TEACHING

This program is inactive.

Students interested in obtaining Massachusetts initial licensure should refer in this catalog to the program entitled "Accelerated Post Baccalaureate Program (APB): Initial Licensure for High School (Subject Areas: 8-12), Middle Level (Subject Areas: 5-8) and PreK-12 Specialists under "Secondary Education and Professional Programs."

- **If you are a transfer student from another college or university and**
 - You took a foreign language at your previous institution, your transfer credits will be assessed upon admission to Bridgewater State College
 - You did not take a foreign language at your previous institution, your remaining foreign language requirement (should there be one) will be determined by your foreign language experience in high school, based on the guidelines above.
- **If your situation does not fit one of the categories above**
 - Contact the Department of Foreign Languages (Room 340, Tillinghast Hall, 508.531.1379), for additional assistance.

Students who were exempt from foreign language study in high school or at previous colleges must go through a formal process to request a substitution of the foreign language requirement in certain majors at Bridgewater State College. Students with appropriate documentation should meet with the learning disabilities specialist or the disability resources coordinator as early as possible to receive information on the process requirements.

HONORS PROGRAM

The honors program in Spanish provides highly motivated Spanish majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in Spanish. Contact the Department of Foreign Languages for further information concerning eligibility and application.

OVERSEAS STUDY OPPORTUNITIES

The Department of Foreign Languages urges its majors and minors to study abroad and can offer information on available study plans. The International and Exchange Programs Office, Student Affairs, can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State College.

GEOGRAPHY

FACULTY

**Chairperson and
Graduate Program**

Coordinator: Associate Professor
James Hayes-Bohanan

Professors: Sandra Clark, Vernon Domingo

**Associate
Professor:** Madhusudana Rao

**Assistant
Professors:** Robert Amey, Darcy Boellstorff,
Robert Hellström

Department Telephone Number: 508.531.1390

Location: Conant Science Building, Room 310

Web site: www.bridgew.edu/Geography

DEGREE PROGRAMS

- BA in Geography
- BS in Geography
- MAT General Science
- MAT - Physical Sciences

UNDERGRADUATE MINORS

- Geography

The Department of Geography offers an undergraduate major in geography. Majors in Geography may double major with education. Majors in geography may elect a concentration in environmental geography, geotechnology or regional and economic planning or double major with education. In addition, programs in chemistry-geology, oceanography and urban affairs and planning are available. The department is also active in the Asian studies minor, the Canadian studies minor, the Russian and East European studies minor, the urban affairs minor, and the women's studies minor, as well as the Graduate Certificate in Planning. See the "Interdisciplinary and Preprofessional Programs" section of this catalog.

The department works actively with state and regional agencies on socioeconomic and environmental problems. Past faculty research projects include coastal storm impacts, regional economic developments, transportation planning, the impact of PCBs in New Bedford Harbor, and the search for water supplies for the next century.

The department has been involved with assisting local organizations through faculty research and student internships. Examples of such involvement are with local banks, planning agencies, retailers, Boston's "Big Dig", the Massachusetts Bay Transit Authority (MBTA), the Massachusetts Forest Fire Bureau, the Natural Resources Trust of Bridgewater, and the Ocean Spray Cranberry Cooperative.

Additionally, this department has been selected as the only department in the state college system in Massachusetts to participate in the National Aeronautics and Space Administration (NASA) sponsored Joint Venture (JOVE) program. Members of the faculty collaborate with the Jet Propulsion Laboratory (on multi-spectral and hyperspectral remote sensing in Mexico, Alabama, and Southeastern Massachusetts), the Goddard Space Flight Center (on bolide impact), the U.S. Department of Transportation (on a national study of bus systems), Woods Hole Oceanographic Institution (on research problems in marine geochemistry and geology), the Massachusetts Department of Education (on statewide curriculum reform) and the U.S. Army Corps of Engineers (on wetlands). Faculty are also involved in watershed studies in cooperation with biology department faculty at the Raytheon Watershed Access Laboratory. In addition, a member of the faculty has an appointment as guest investigator at the Woods Hole Oceanographic Institution on Cape Cod and has research opportunities for students in marine geochemistry and geology. Two other professors are actively engaged in statewide curriculum reform. The geography faculty maintains the Southeastern Massachusetts Global Education Center's Resource Center.

A program leading to the degree of Master of Arts in Teaching (MAT) with a concentration in earth sciences is offered by the department. A MAT in Social Sciences with an emphasis on geography is available in cooperation with the history department.

Modern equipment enables the department to offer investigation oriented laboratory experience. This equipment includes: (1) an X-ray Diffractometer with powder cameras; (2) thin section equipment; (3) polarizing and stereoscopic microscopes; (4) atomic absorption spectro-photometer; (5) a proton precession magnetometer; (6) earth resistivity unit; (7) Frantz Iso-dynamic Separator; (8) 14-foot coastal research vessel; (9) a portable gamma-ray spectrometer; (10) Sunsparc 20 UNIX work station; (11) Hewlett Packard capillary gas chromatograph; (12) GPS surveying equipment;

(13) a portable visible-near infrared, spectroradiometer; and (14) groundwater sampling equipment.

In addition, the department has a well-equipped remote sensing laboratory, and a cartographic laboratory with a large format digitizer planimeter, a climatological station with solar radiation recording instrumentation, a solar greenhouse classroom at the Burnell Campus School, an astronomy observatory, a wet geochemistry laboratory, and a wet, as well as dry, sedimentology laboratory. Finally, this department has access to a scanning electron microscope through the Southeastern Massachusetts Consortium.

Earth sciences and geography faculty are using Bridgewater State College's sophisticated computer facilities for classroom instruction, including demonstrating and displaying web-based and self-authored material and models. In a growing number of courses, students may submit assignments online, and in some courses, a majority of class time is spent in "virtual classrooms." To learn more, visit the department Web site at www.bridgew.edu/depts/Geography.

The department boasts an active Earth Sciences and Geography Club that sponsors both local (Harvard Mineral Museum), regional (New Hampshire's White Mountains), national (Hawaii), and international (Iceland, Mexico) field trips. Students may also qualify for Gamma Theta Upsilon the international geography honor society.

UNDERGRADUATE PROGRAM

GEOGRAPHY MAJOR (BA OR BS)

A major or minor in geography can provide a student with a way to examine the world with objectivity. The student can be trained to analyze the water-use and land-use opportunities in your communities, to understand the interrelated systems which keep the land and sea resources in balance, and to appreciate the varied ways in which people all over the world use those resources. Bridgewater State College graduates have found employment as planners, environmental analysts, teachers, market researchers, cartographers and administrators. Many of our geography majors have gone on to earn advanced degrees from leading graduate schools.

Students are invited to meet with any of the geography faculty – Professors Clark, Domingo, Hayes – Bohanan, Hellström, Rao, or Aten—to discuss the program.

All geography majors must complete the following courses:

GEOG 121 Physical Geography
GEOG 151 Human Geography
GEOG 213 Geographic Information Systems (GIS) I
GEOG 290 Introduction to Geographic Analysis
GEOG 370-389 Any regional geography course
GEOG 490 Seminar in Geography
MATH 110 Elementary Statistics I

Geography majors are required to complete the following additional courses according to the degree being sought.

BS in Geography

GEOG 315 Quantitative Geography
GEOG 413 Geographic Information Systems (GIS) II

Students seeking a BS in Geography are strongly encouraged to complete
GEOG 498 Internship in Geography or Planning

BA in Geography

GEOG 340 Geography Materials and Methods
GEOG 441 Geographic Frameworks

Program Electives

All Geography majors must complete any four additional courses chosen, in consultation with their advisors, from the following list:

GEOG 221 Meteorology
GEOG 222 Climatology
GEOG 314 Satellite Image Processing Applications to the Environment
GEOG 315 Quantitative Geography
GEOG 317 Air Photo Interpretation-Remote Sensing
GEOG 321 Meteorology II
GEOG 322 Biogeography
GEOG 323 Water Resources
GEOG 324 Earth Surface Processes
GEOG 331 Geography of Environmental Problems
GEOG 332 Management and Preservation of the Natural Environment
GEOG 333 Geography of Environmental Justice
GEOG 340 Geography Materials and Methods
GEOG 350 Economic Geography
GEOG 354 Field Methods in Urban Geography
GEOG 355 Political Geography
GEOG 363 Locational Analysis

- GEOG 365 Geography of Transportation
- GEOG 374 Geography of the Middle East
- GEOG 375 Geography of South Asia
- GEOG 376 Geography of East Asia
- GEOG 380 Geography of Russia/C.I.S.
- GEOG 381 Geography of Latin America
- GEOG 382 Geography of Europe
- GEOG 383 Geography of the United States
- GEOG 386 Geography of Canada
- GEOG 388 Geography of Africa
- GEOG 400 Special Topics in Geography
- GEOG 413 Geographic Information Systems (GIS) II
- GEOG 422 Online Weather Studies
- GEOG 431 Environmental Regulations
- GEOG 441 Geographic Frameworks
- GEOG 462 Principles of Urban Planning
- GEOG 463 Applications in Urban Planning
- GEOG 497 Undergraduate Research in Geography
- GEOG 498 Internship in Geography or Planning
- GEOG 499 Directed Study in Geography

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in geography and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Geography and the appropriate education department for further information.

GEOGRAPHY MINOR

- GEOG 121 Physical Geography
- GEOG 151 Human Geography

Four additional geography courses (departmental approval required). Two courses must be at the 200 level or higher and must be from at least two of the following areas:

- a) a regional course
- b) a topical course
- c) a techniques course

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. James Hayes-Bohanan

**MASTER OF ARTS IN TEACHING
EARTH SCIENCES**

This program is inactive.

GENERAL SCIENCE

For current information concerning this program, consult the "Physics" section of this catalog.

PHYSICAL SCIENCE

The MAT in Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

For current information concerning program requirements, consult the "Physics" section of this catalog.

HISTORY

FACULTY

Chairperson: Professor Jean Stonehouse

Graduate Program

Coordinator: Professor Thomas Turner

Professors: David Culver, Lucille Fortunato,
Philip Silvia, Jr.

Associate

Professors: Leonid Heretz, Andrew Holman,
Michael Ierardi, Keith Lewinstein,
Margaret Lowe, Wing-Kai To

Assistant

Professors: Joshua Greenberg, Erin O'Connor,
Raman Seylon, Sarah Wiggins

Department Telephone Number: 508.531.1388

Location: Tillinghast Hall, Room 310

Web site: www.bridgew.edu/History

DEGREE PROGRAMS

- BA in History
Concentration: Military History
- MAT - History

UNDERGRADUATE MINORS

- History
- Public History*

*Interdisciplinary Minor

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The department offers students a solid, liberal arts major as preparation for professional careers, for graduate study in other fields (law and librarianship, for example) and for careers as museum professionals and public historians. It prepares students to teach history at the middle and high school level, and it provides a relevant and valuable liberal arts major to students preparing for careers in elementary, early childhood and special education. It also contributes to the general education program by offering history courses to all students.

The Department of History recommends that its majors select a minor or interdisciplinary program that will complement the major program. History majors electing secondary education are strongly urged to take elective courses in geography, political science, economics and the behavioral sciences in order to meet present employment expectations.

HISTORY MAJOR

No grade lower than a "C-" in a history (HIST) course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

Required courses:

- One course from among:
 - HIST 111 Western Civilization to the Reformation
 - HIST 121 The Ancient World
 - HIST 131 World History to 1500
- One course from among:
 - HIST 112 Western Civilization since the Reformation
 - HIST 132 World History since 1500
- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865
- One course taken from each of the following areas:

Area III	Ancient, Medieval, Early Modern Europe
Area IV	Modern Europe
Area V	United States History to 1877
Area VI	United States History since 1877
Area VII	The Traditional World
Area VIII	Modern World
- Two upper division (300-400 level) electives, which must be taken in different geographical areas (World, Europe, U.S.A.). Students may meet this requirement with courses in public history and/or museum management. Note: Students seeking elementary education, middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern

Europe for a total of six credit hours in Area III toward completion of the major.

- HIST 495 Undergraduate History Colloquium
or
HIST 496 Undergraduate History Seminar
Students may use these courses to meet area requirements

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following courses may be used toward the 36 hours required for a history major: HIST 392, 498, 499.

No more than three hours from the following courses may be used toward the 36 hours required for a history major:

- HIST 458 North American Women's and Gender History
- HIST 466 Women in American History

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

UNDERGRADUATE COURSES BY AREA

Area I - Western Civilization and World History

- HIST 111 Western Civilization to the Reformation
- HIST 112 Western Civilization since the Reformation
- HIST 121 The Ancient World
- HIST 131 World History to 1500
- HIST 132 World History since 1500
- INTD 211 History and Literature of Western Civilization I

Area II - United States History Surveys

- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865

Area III - Ancient, Medieval, Early Modern Europe

- HIST 400 The Ancient World: Near East
- HIST 403 Ancient Greece and the Hellenistic Age

- HIST 404 The Ancient World: Rome
- HIST 406 Rise of Early Christianity
- HIST 407 Mystery Religions
- HIST 408 Jews and Christians in the Ancient Roman World
- HIST 415 Europe in the Middle Ages
- HIST 418 Renaissance Europe
- HIST 419 The Reformation and Wars of Religion
- HIST 420 Early Modern Europe: Society and Culture
- HIST 421 European Women's History: Medieval Renaissance and Reformation
- HIST 425 British History since 1603
- HIST 428 Louis XIV and The Age of Absolutism
- HIST 437 European National Histories (when appropriate)
- HIST 437 European National Histories: Italy
- HIST 437 European National Histories: France
- HIST 439 Topics in Non-United States History (when appropriate)
- HIST 495 Undergraduate History Colloquium (when appropriate)

Area IV - Modern Europe

- HIST 426 British Empire and Commonwealth since 1815
- HIST 429 The French Revolution and the Napoleonic Era
- HIST 430 Nineteenth Century Europe
- HIST 431 Twentieth Century Europe
- HIST 432 Intellectual History of Modern Europe
- HIST 433 Modern European Imperialism
- HIST 434 Modern Russia to 1917
- HIST 435 History of the U.S.S.R.
- HIST 436 History of East-Central Europe since 1918
- HIST 437 European National Histories
- HIST 439 Topics in Non-United States History (when appropriate)
- HIST 495 Undergraduate History Colloquium (when appropriate)
- INTD 427 Ireland in Literature and History, 1798-1922

Area V - United States History to 1877

- HIST 440 Topics in United States History (when appropriate)

- HIST 441 United States History: The Colonial Period 1607-1763
- HIST 442 United States History: The American Revolution 1763-1787
- HIST 443 United States History: The Early National Period
- HIST 444 Jacksonian Democracy and the Coming of the Civil War
- HIST 445 United States History: The Civil War
- HIST 447 The American South
- HIST 448 United States Foreign Relations to 1900
- HIST 461 American Immigration and Ethnicity
- HIST 463 History of the American City
- HIST 464 New England Textile Communities: Social and Economic History
- HIST 465 African-American History
- HIST 466 Women in American History
- HIST 489 History of Canadian-American Relations
- HIST 495 Undergraduate History Colloquium (when appropriate)

Area VI - United States History since 1877

- HIST 364 Topics in Recent American History
- HIST 440 Topics in United States History (when appropriate)
- HIST 446 United States History: 1865-1900
- HIST 449 United States Foreign Relations since 1900
- HIST 453 United States History: Progressive Era
- HIST 456 World War II
- HIST 457 America since World War II
- HIST 461 American Immigration and Ethnicity
- HIST 462 American Labor History
- HIST 463 History of the American City
- HIST 464 New England Textile Communities: Social and Economic History
- HIST 465 African-American History
- HIST 466 Women in American History
- HIST 471 Sport in American Life
- HIST 495 Undergraduate History Colloquium (when appropriate)

Area VII - The Traditional World

- HIST 400 The Ancient World: Near East
- HIST 409 Mesoamerican Societies and Cultures

- HIST 422 Slavery and Race in the Atlantic World
- HIST 423 Portuguese Seaborne Empire
- HIST 434 Modern Russia to 1917
- HIST 439 Topics in Non-United States History (when appropriate)
- HIST 474 History of the Middle East 500-1700
- HIST 475 History of the Middle East, 1700 to the Present
- HIST 477 Latin America: The Colonial Period
- HIST 480 History of Imperial China
- HIST 482 History of Modern Japan
- HIST 483 South Asia: The Modern Period
- HIST 486 Africa since 1800
- HIST 487 Canadian History to Confederation
- HIST 491 Medicine and Society in the North Atlantic World
- HIST 495 Undergraduate History Colloquium (when appropriate)

Area VIII - Modern World

- HIST 422 Slavery and Race in the Atlantic World
- HIST 423 Portuguese Seaborne Empire
- HIST 435 History of the U.S.S.R.
- HIST 439 Topics in Non-United States History (when appropriate)
- HIST 456 World War II
- HIST 475 History of the Middle East, 1700 to the Present
- HIST 476 The Arab-Israeli Conflict
- HIST 478 Latin America: The National Period
- HIST 481 China Under Communism
- HIST 482 History of Modern Japan
- HIST 483 South Asia: The Modern Period
- HIST 484 War and Revolution in Modern Asia
- HIST 486 Africa since 1800
- HIST 488 Canadian History since Confederation
- HIST 489 History of Canadian-American Relations
- HIST 491 Medicine and Society in the North Atlantic World
- HIST 494 Quebec and Canada since 1867
- HIST 495 Undergraduate History Colloquium (when appropriate)

The following courses may be used to meet area requirements. The specific area, however, depends on the topic or topics addressed in the course:

- HIST 338 Honors Tutorial - Fall Semester
- HIST 339 Honors Tutorial - Spring Semester

- HIST 391 Historiography
- HIST 392 History Seminar
- HIST 393 Study and Writing of History
- HIST 439 Topics in Non-United States History
- HIST 440 Topics in United States History
- HIST 485 Honors Thesis
- HIST 490 Historical Studies at Oxford
- HIST 495 Undergraduate History Colloquium
- HIST 496 Undergraduate History Seminar
- HIST 498 Internship in History
- HIST 499 Directed Study in History

The following courses also carry credit in history:

- INTD 200 Introduction to Canadian Studies
- INTD 211 History and Literature of Western Civilization I
- INTD 220 Introduction to American Studies
- INTD 420 American Studies Seminar
- INTD 427 Ireland in Literature and History, 1798-1922

HISTORY MAJOR/MIDDLE SCHOOL OR HIGH SCHOOL EDUCATION MINOR

History (Teacher of History Grades 5-8)

Please consult the "Secondary Education and Professional Programs" section of this catalog for courses required for the secondary education (high school, middle school, PreK-12 specialist) minor.

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

Required courses:

- Methods course requirement of all candidates seeking licensure as a teacher of history, grades 5-8:
MSED 450 Strategies of Teaching History in the Middle School
- One course from among the following:
HIST 111 Western Civilization to the Reformation
HIST 121 The Ancient World
HIST 131 World History to 1500
- One course from among the following:
HIST 112 Western Civilization since the Reformation
HIST 132 World History since 1500

- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865
- One course taken from each of the following areas:
Area III Ancient, Medieval, Early Modern Europe
Area IV Modern Europe
Area V United States History to 1877
Area VI United States History since 1877
Area VII The Traditional World
Area VIII Modern World

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course each from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

- Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, U.S.A.)
- HIST 495 Undergraduate History Colloquium
or
HIST 496 Undergraduate History Seminar
Students may use these courses to meet area requirements

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following courses may be used toward the 36 hours required for a history major: HIST 392, 498, 499.

No more than three hours from the following courses may be used toward the 36 hours required for a history major:
HIST 458 North American Women's and Gender History
HIST 466 Women in American History

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

History (Teacher of History Grades 8-12)

Please consult the "Secondary Education and Professional Programs" section of this catalog for courses required for the secondary education (high school, middle school, PreK-12 specialist) minor.

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

Required courses:

- Methods course requirement of all candidates seeking licensure as a teacher of history, grades 8-12:
 - HSED 412 Strategies for Teaching History in the High School
- One course from among the following:
 - HIST 111 Western Civilization to the Reformation
 - HIST 121 The Ancient World
 - HIST 131 World History to 1500
- One course from among the following:
 - HIST 112 Western Civilization since the Reformation
 - HIST 132 World History since 1500
- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865
- One course taken from each of the following areas:
 - Area III Ancient, Medieval, Early Modern Europe
 - Area IV Modern Europe
 - Area V United States History to 1877
 - Area VI United States History since 1877
 - Area VII The Traditional World
 - Area VIII Modern World

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

- Two additional upper division (300 and 400 level) history electives, which must be taken in different geographical areas (World, Europe, USA)

- HIST 495 Undergraduate History Colloquium
or
HIST 496 Undergraduate History Seminar
Students may use these courses to meet area requirements.

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following may be used toward the 36 hours for a history major: HIST 392, 498, 499.

No more than three hours from the following courses may be used toward the 36 hours required for a history major:
HIST 458 North American Women's and Gender History
HIST 466 Women in American History

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MILITARY HISTORY CONCENTRATION

All history majors with a military concentration must meet all the requirements of the history major. Specific course content areas are noted below.

No grade lower than a "C-" in a history course may be used to fulfill the requirements for the history major. Students receiving a "D" or "F" in a history course may continue as history majors but must either retake and successfully complete the course (with a grade of "C-" or better) or must successfully complete another course that fulfills the same required "area" for the major.

Required courses:

- One course from among:
 - HIST 111 Western Civilization to the Reformation
 - HIST 121 The Ancient World
 - HIST 131 World History to 1500
- One course from among:
 - HIST 112 Western Civilization since the Reformation

- HIST 132 World History since 1500
- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865
- One course taken from each of the following areas: (one course of each grouping must be in military history)
 - Area III and IV Ancient, Medieval, Early Modern Europe;
 - Area V and VI United States History to 1877; United States History since 1877
 - Area VII and VIII The Traditional World; Modern World

Note: Students seeking middle school or high school licensure with a history major should select an additional course in Area III as one of their electives so that they have taken one course from the Ancient/Medieval offerings and one from Early Modern Europe for a total of six credit hours in Area III toward completion of the major.

- Two upper division (300 and 400 level) military history electives, which must be taken in different geographical areas (World, Europe, USA)
- HIST 495 Undergraduate History Colloquium
or
HIST 496 Undergraduate History Seminar
Students may use these courses to meet area requirements.

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

No more than three hours from the following may be used toward the 36 hours required for a history major: HIST 392, 498, 499.

No more than three hours from the following courses may be used toward the 39 hours required for a history major:
HIST 458 North American Women's and Gender History
HIST 466 Women in American History

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic

Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in history and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested sequences are available.

MINOR IN SECONDARY (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12 SPECIALIST)

Students may minor either in secondary (high school, grades 8-12 or middle school, grades 5-8) education. Successful completion of either of these programs will lead to Massachusetts Initial Teacher Licensure. Please refer to "Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

HISTORY MINOR

Required courses:

- HIST 111 Western Civilization to the Reformation
or
HIST 121 The Ancient World
or
HIST 131 World History to 1500
- HIST 112 Western Civilization since the Reformation
or
HIST 132 World History since 1500
- HIST 221 United States History and Constitutions to 1865
- HIST 222 United States History and Constitutions since 1865

One course (three hours) from the 300-400 upper level courses. Students may select from the following areas:
Area III: Ancient, Medieval, Early Modern Europe
Area IV: Modern Europe
Area VII: Traditional World
Area VIII: Modern World

One course (three hours) from the 300-400 upper level courses. Students may select from any one of the following areas:

- Area V: United States History to 1877
- Area VI: United States History since 1877

Only six hours of 100 level and six hours of 200 level courses may be applied toward a history major or minor.

INTERDISCIPLINARY MINOR IN PUBLIC HISTORY

The departments of history and sociology and anthropology offer an interdisciplinary minor in public history that provides students with education and training for professional positions in public institutions such as museums, government offices, historical societies, national parks and in business. The program is designed to serve the Southeastern Massachusetts region.

Required courses:

- HIST 392 History Seminar
HIST 492 Historical Museum Management
or
HIST 493 Museum Management: A Practicum
HIST 498 Internship in History
ANTH 103 Introduction to Archeology
ANTH 303 Archeological Field Excavation in
Prehistoric Sites in New England
or
ANTH 328 Archeology of North America
ANTH 410 Public Archeology

Suggested Electives:

- HIST 440 Topics in United States History: Public History
HIST 441 United States History: The Colonial Period 1607-1763
HIST 460 History of American Indians since 1914
HIST 461 American Immigration and Ethnicity
HIST 464 New England Textile Communities: Social and Economic History
POLI 277 American Government: State and Local
SOCI 206 Cities and People: Urban Sociology
SOCI 315 Race and Ethnicity in America

For further information students should contact Professor Jean Stonehouse, chairperson, Department of History.

HONORS PROGRAM

The honors program in history provides highly motivated history majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in history. Contact the Department of History for further information concerning eligibility and application.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Thomas Turner

MASTER OF ARTS IN TEACHING HISTORY

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program policies and procedures.

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) An initial teaching license.
- 4.) Three appropriate letters of recommendation

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Education Core Courses	15 credits
EDMC 530 The Teacher as Researcher	
EDMC 531 The Standards-Based Classroom: Curriculum	
EDMC 532 The Teacher as Leader: From Issues to Advocacy	
EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners	
EDMC 538 The Professional Teacher (final program course)	

Concentration Electives

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses in history, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Each student must pass a comprehensive examination prior to being eligible to receive the Master of Arts in Teaching degree.

For program details, candidates should consult the Department of History's graduate program coordinator, Dr. Thomas Turner.

MATHEMATICS AND COMPUTER SCIENCE

FACULTY

Chairperson: Associate Professor Richard Quindley

Graduate Program

Coordinators: Professor Glenn Pavlicek (Computer Science), Professor Philip Scalisi (Mathematics)

Professors: Hang-Ling Chang, Zon-I Chang, Paul Fairbanks, Walter Gleason, Thomas Moore, Uma Shama, Robert Sutherland

Associate Professors: Mahmoud El-Hashash, Ward Heilman, Torben Lorenzen, Michael Makokian, John Nee

Assistant Professors: Heidi Burgiel, Lee Mondschein, John Santore, Abdul Sattar

Department Telephone Number: 508.531.1342

Location: Hart Hall, Room 216

Web site: www.bridgew.edu/depts/mathcs/

DEGREE PROGRAMS

- BS in Mathematics
- BS in Computer Science
- MS in Computer Science
- MAT - Mathematics

UNDERGRADUATE MINORS

- Actuarial Science*
- Computer Science
- Mathematics

* Interdisciplinary Minor

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN MATHEMATICS

Since mathematics is both a cultural and a technical field of study, the curriculum is planned with the following objective:

1. to introduce students to mathematics as an important area of human thought;
2. to prepare students for careers in industry;
3. to give preparation to students for graduate study in mathematics and related fields;

4. to prepare students planning to teach mathematics on the secondary level;
5. to serve the needs of students in fields which rely on mathematics, e.g., experimental sciences, social sciences, and elementary education.

Note: The Bachelor of Arts in Mathematics is inactive.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION OR EARLY CHILDHOOD EDUCATION

Students may choose a double major in mathematics and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

MINOR IN SECONDARY EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL, OR PREK-12 SPECIALIST)

Students may minor in secondary education (high school, middle school or PreK-12 specialist). Successful completion of this minor will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure and program requirements.

BACHELOR OF SCIENCE IN COMPUTER SCIENCE

This program provides a broad background in computer science and will serve as preparation for employment in computer applications or for graduate studies in the field.

The department participates in a number of multidisciplinary programs for students preparing for careers in medicine, dentistry or oceanography. Additional information on these programs may be found in the section "Interdisciplinary and Preprofessional Programs."

Note: The Bachelor of Arts in Computer Science is inactive.

MATHEMATICS MAJOR

All majors are required to take:

- MATH 151-152 Calculus I-II
- MATH 202 Linear Algebra
- MATH 251-252 Calculus III-IV
- MATH 301 Abstract Algebra I
- MATH 401 Introduction to Analysis I
- COMP 101 Computer Science I
- PHYS 243-244 General Physics I-II

- Five electives from any 300 or 400 level courses except MATH 318. PHYS 403 Mathematical Physics may be taken as one of these five electives. Majors preparing for secondary school teaching careers must take MATH 403 Probability Theory, MATH 408 History of Mathematics, and MATH 354 Introduction to Modern Geometry or MATH 325 Foundations of Geometry as three of the five electives.
- Not more than one grade in the D range (D+, D, D-) among the five courses MATH 151, MATH 152, MATH 202, MATH 251, and MATH 252 shall be accepted in partial fulfillment of the requirements for the major in mathematics. A student receiving a second grade in the D range in one of the above courses must repeat the course with the higher number and receive a C- or better before being allowed to enroll in other mathematics courses.

Note:

Students who are contemplating majoring in mathematics or computer science should be aware of the sequential nature of the course offerings. In order for students to plan their programs so that degree requirements may be completed within a four-year period, students should consult with the chairperson of the department or their adviser as soon as possible.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MATHEMATICS MINOR

A minimum of 18 hours is required. Students must satisfy the following three requirements:

1. MATH 151-152 Calculus I-II
or
MATH 141-142 Elements of Calculus I-II
2. One course from among the following:
MATH 120 Introduction to Linear Algebra
MATH 202 Linear Algebra
MATH 214 Introduction to Modern Algebra
3. Three *additional* courses from among the following:
MATH 110 Elementary Statistics I
MATH 120 Introduction to Linear Algebra
MATH 130 Discrete Mathematics I
MATH 200 Probability and Statistics

MATH 202 Linear Algebra
MATH 214 Introduction to Modern Algebra
MATH 216 Analytic Geometry
MATH 251 Calculus III
MATH 252 Calculus IV
any 300 or 400 level MATH courses (including MATH 318)

Students who take one course from any of the following pairs of courses may not take the other course of that pair for credit towards the minor

MATH 110 and MATH 200
MATH 120 and MATH 202
MATH 214 and MATH 301

Students may elect to take MATH 220 Introduction to Calculus to satisfy #1. Students who do so must take four courses to satisfy #3 although they may use up to two courses from among MATH 105 Selected Topics in Mathematics, MATH 107 Principles of Mathematics I, and MATH 108 Principles of Mathematics II to satisfy that requirement.

ACTUARIAL SCIENCE MINOR

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing a career as an actuarial or in a related area.

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 385 Managerial Finance
MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Calculus III

Choose one course from the following:

ACFI 476 Insurance and Risk Management
ACFI 490 Investments
MATH 403 Probability Theory

Note: Accounting and finance majors may *not* choose ACFI 476 or ACFI 490 to satisfy the minor requirements. Mathematics major may *not* choose MATH 403 to satisfy the minor requirements.

COMPUTER SCIENCE MAJOR

All majors are required to take the following courses:
COMP 101 Computer Science I
COMP 102 Computer Science II

COMP 206 Introduction to Computer Organization
COMP 330 Data Structures and Algorithms
COMP 340 Organization of Programming Languages
COMP 350 Operating Systems
COMP 430 Computer Networks
COMP 435 Analysis of Algorithms
COMP 442 Object-Oriented Software Engineering
COMP 470 Introduction to Artificial Intelligence
MATH 120 Introduction to Linear Algebra
MATH 130 Discrete Mathematics I
MATH 151-152 Calculus I - 11
MATH 200 Probability and Statistics

At least four elective courses (12 credit hours) must be selected from:

Any COMP courses at the 300-400 level (except COMP 410 Database Applications and those required above)
MATH 415 Numerical Analysis
PHYS 442 Digital Electronics I

12 credit hours in the natural sciences including one of the following sequences:

BIOL 121-122 General Biology I-II
CHEM 131-132 Survey of Chemistry I-II
CHEM 141-142 Chemical Principles I-II
PHYS 181-182 Elements of Physics I-II
PHYS 243-244 General Physics I-II

Not more than one grade in the D range (D+, D, D-) among the four courses COMP 101, COMP 102, COMP 206 and COMP 330 shall be accepted in partial fulfillment of the requirements for the major in computer science.

A student receiving a second D in one of the above must repeat the course with the higher number and receive a C- or better before being allowed to enroll in other computer science courses.

Any computer science major who has successfully completed COMP 102 will not be allowed to take COMP 100 or COMP 105 for academic credit.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

COMPUTER SCIENCE MINOR

COMP 101 Computer Science I
COMP 102 Computer Science II

COMP 201 Assembly Language Programming
and three additional courses to be selected from:
PHYS 442 Digital Electronics I
or any course counting toward the computer science major.

HONORS PROGRAM

The honors program in mathematics and computer science provides highly motivated mathematics and computer science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in mathematics or computer science. Contact the Department of Mathematics and Computer Science for further information concerning eligibility and application.

GRADUATE PROGRAMS

MASTER OF SCIENCE IN COMPUTER SCIENCE

Graduate Program Coordinator: Professor Philip Scalisi
The Master of Science in Computer Science is intended to meet the growing need for high-level computer professionals by

- strengthening the preparation of individuals currently working in computer-related fields;
- training professionals in other areas who wish to apply computer science to their respective fields or who desire to retrain for entry in a computer science career; and
- providing the necessary general and theoretical background for those individuals who wish to continue graduate study in computer science beyond the master's degree.

The program consists of 30 credit hours and may be completed entirely on a part-time basis (courses are offered in the late afternoon or evening).

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) Three appropriate letters of recommendation

The Master of Science in Computer Science program seeks to attract individuals from various backgrounds who are highly motivated and prepared to meet the challenges of a rigorous advanced degree curriculum. In addition to a bachelor's degree, applicants should be familiar with the organization of computers and have competencies in

- a high-level programming language such as C, C++, or Java;
- discrete and continuous mathematics; and
- data structures and algorithms

Demonstrated competencies within these areas can be achieved through professional experience, undergraduate study, or transitional graduate coursework (COMF 510, COMF 520, COMF 530). If you do not already have a computer science degree, graduate faculty are available to help you evaluate your preparedness.

Program Requirements

1. Candidates must successfully complete each of the following courses:

COMP 520 Operating Systems Principles
 COMP 540 Automata, Computability, and Formal Languages
 COMP 545 Analysis of Algorithms
 COMP 560 Artificial Intelligence
 COMP 590 Computer Architecture

2. Candidates must successfully complete five courses from among the following:

COMP 510 Topics in Programming Languages
 COMP 525 Design and Construction of Compilers
 COMP 530 Software Engineering
 COMP 536 Graphics
 COMP 550 Topics in Discrete Mathematics
 COMP 562 Expert Systems
 COMP 565 Logic Programming
 COMP 570 Robotics
 COMP 575 Natural Language Processing
 COMP 580 Database Systems
 COMP 582 Distributed Database Systems
 COMP 594 Computer Networks
 COMP 596 Topics in Computer Science
 COMP 599 Computer Science Seminar

Topics in Computer Science (COMP 596) has recently addressed issues such as human-computer interaction, bioinformatics, computer security, computer vision and computer learning systems.

3. At the conclusion of the program, candidates will have the option of sitting for a comprehensive written exam, which incorporates subject matter from the five required courses, or completing a capstone project that allows candidates to pursue an area of interest in depth.

Candidates interested in the capstone project should contact the program coordinator for details of the approval process

MASTER OF ARTS IN TEACHING MATHEMATICS

Graduate Program Coordinator: Dr. Glenn Pavlicek

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program policies and procedures.

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) An initial teaching license.
- 4.) Three appropriate letters of recommendation

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Education Core Courses

EDMC 530 The Teacher as Researcher
 EDMC 531 The Standards-Based Classroom:
 Curriculum

15 credits

- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 The Professional Teacher (final program course)

Concentration Electives

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination in the 5 required courses or a capstone project approved by the department is also required.

MUSIC

FACULTY

Chairperson: Associate Professor Salil Sachdev

Graduate Program

Coordinator: Associate Professor Nancy Paxcia-Bibbins

Professors: Jean Kreiling, Carol Nicholeris

Associate Professor: Steven Young

Assistant Professors: Julie Gendrich, Deborah Nemko

Department Telephone Number: 508.531.1377

Location: Maxwell Library, Room 313A

Web site: www.bridgew.edu/depts/music

DEGREE PROGRAM

- BA in Music
Concentration: Music Education
- MAT – Music Education

UNDERGRADUATE MINOR

- Music

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The music department offers a major within the framework of a Bachelor of Arts degree. By providing a solid foundation in music history, theory and performance within a liberal arts context, the program prepares students to pursue a variety of academic and professional interests, including graduate study in music and Massachusetts Teacher Licensure.

In addition, the music department offers a minor for the student pursuing a BA or BS degree, as well as courses that satisfy the Core Curriculum Requirements. Private instruction is given in piano, guitar, voice and orchestral and band instruments; a performance study fee is charged for these lessons. Performing organizations are also available for both singers and instrumentalists.

A student wishing to major or minor in music should consult with the department chairperson as early as

School of Arts and Sciences

possible. Certain courses may be waived pending consultation with the music department chairperson and/or completion of proficiency tests.

MUSIC MAJOR

Audition Requirement

A formal audition is required for acceptance into the music major. There is no audition requirement for acceptance into the music minor. Auditions are held in February, May and November. Completed audition forms must be received by the music department two weeks prior to the audition date. To obtain forms, or additional information, contact Dr. Carol Nicholeris, audition coordinator, at 508.531.2040.

Instrumentalists must proficiently execute the following:

- Major scales up to four sharps and flats and chromatic scale two octaves from memory
- Sight-reading
- A three to five minute prepared solo, with or without accompaniment
- A selection in a contrasting style

Singers must proficiently execute the following:

- An unaccompanied major scale on a neutral syllable
- Sight-reading
- An art-song or aria
- A selection in a contrasting style

Accompanist must be provided by the student.

Within 10 days of the audition, the candidate will be notified of his/her status. He/she will be:

1. accepted into the major.
2. conditionally accepted into the major.
 - The student may repeat an audition more than once on a scheduled audition or jury day
 - The student must pass the audition within one year or not be accepted as a music major
3. not accepted to the major. A student who auditions and is not accepted as a music major
 - may audition only once more
 - may not take courses with a MUSC prefix other than to fulfill Core Curriculum Requirements
 - may select music as a minor

Students with questions concerning the suitability of audition material should contact Dr. Carol Nicholeris at 508.531.2040 or e-mail: cnicholeris@bridgew.edu.

A student majoring in music must earn 49 credits by combining required courses and electives. In addition, a piano proficiency examination, which addresses basic competencies, must be passed. Specific musical examples and guidelines are available from the music department chair. Alternatively, the proficiency requirements may be met by successful completion of MUSC 240. The Department of Music will permit its majors to use only one passing grade below C- to satisfy requirements in the music major (including both the required core courses and electives). An additional grade below C- will require the student to take another music course, chosen in consultation with his or her adviser. The required core courses are designed to develop competence in theory, history, musicianship and performance:

MUSC 162 Music in African Culture
or

MUSC 163 Music of the Non-Western
World

MUSC 270 Sight-Singing and Ear-Training I

MUSC 271 Music Theory I

MUSC 272 Sight-Singing and Ear-Training II

MUSC 273 Music Theory II

MUSC 281 Music History I

MUSC 282 Music History II

MUSC 351 Conducting

MUSC 372 Form and Analysis I: 1700-1900

MUSC 472 Form and Analysis II:

The Twentieth Century

Ensembles (7 credit hours):

MUSC 109 Beginning African Drumming
Ensemble

MUSC 111 Marching Band

MUSC 113 Jazz Band

MUSC 115 Instrumental Ensemble

MUSC 118 Chorale

MUSC 119 Vocal Ensemble

MUSC 183 String Ensemble

Note: Students may apply only one ensemble credit per semester toward the major. No more than 3 credits may be taken in MUSC 111 and no more than 2 credits can be taken in MUSC 109 or MUSC 115.

Students are expected to meet music technology

requirements by either demonstrating proficiency in music technology or by taking MUSC 191 Introduction to Music Technology prior to taking MUSC 271 Music Theory I.

Performance Studies (6 credit hours, including at least one semester at the 300 level):

MUSC 121, 221, 321, 421 Brass

MUSC 122, 222, 322, 422 Percussion

MUSC 123, 223, 323, 423 Strings (Violin,
Viola)

MUSC 124, 224, 324, 424 Woodwinds

MUSC 125, 225, 325, 425 Guitar

MUSC 126, 226, 326, 426 Strings (Cello, Bass)

MUSC 131, 231, 331, 431 Voice (Singing)

MUSC 141, 241, 341, 441 Piano

Music History Elective (3 credits) from:

MUSC 363 Music of Bach, Handel, and Vivaldi

MUSC 364 Music of the Classical and
Romantic Periods

MUSC 367 Music by Women Composers

MUSC 369 Music of the Twentieth Century

Elective (3 credits) from:

The remaining history electives above
or

MUSC 371 Counterpoint

MUSC 373 Composition I

MUSC 374 Composition II

MUSC 399 Special Topics in Music

MUSC 456 Methods in Music Education

MUSC 499 Directed Study in Music

Piano Proficiency Requirement: Completion of MUSC 440 Advanced Keyboard Skills with a grade of "C" or above.

Recital Requirement:

All music majors must attend a specific, assigned number of on-campus recitals *every semester they are registered as music majors*. (Recitals in which the student is performing will not be counted toward this requirement.) Specifics concerning these recitals (which will generally include First Friday recitals, Faculty Artist Series recitals, and student recitals), along with the minimum number required, will be posted in the Music Department at the start of each semester. A student who fails to meet the minimum requirement for *every* semester he or she is enrolled as a music major will not be permitted to graduate as a music major.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MUSIC EDUCATION CONCENTRATION

The music department offers a music education concentration, which allows prospective music educators to earn a bachelor of arts degree in music with a concentration in music education. This program is designed for students who wish to earn Massachusetts state licensure for teaching Music (all levels) within their undergraduate experience.

The following courses are required to complete the music education concentration:

- MUSC 166 Survey of American Jazz
- PSYC 277 Development through the Life Cycle
- SPED 203 Cultural Diversity Issues in School and Society

Note: Some of the required courses listed above also fulfill certain Core Curriculum Requirements

- MUSC 270 Sight-Singing and Ear-Training I
- MUSC 271 Music Theory I
- MUSC 273 Music Theory II
- MUSC 281 Music History I
- MUSC 282 Music History II
- MUSC 372 Form and Analysis I: 1700-1900

- 5 credits from ensembles*:

MUSC 112 Wind Ensemble
MUSC 113 Jazz Band
MUSC 115 Instrumental Ensemble
MUSC 118 Chorale
MUSC 119 Vocal Ensemble
MUSC 183 String Ensemble

- 4 credits in performance studies. At least one semester at the 300 level and at least one semester in a secondary performance medium (voice for an instrumentalist; instrument for vocalist) must be completed

MUSC 121, 221, 321, 421 Brass
MUSC 122, 222, 322, 422 Percussion
MUSC 123, 334, 323, 423, Strings (Violin, Viola)
MUSC 124, 224, 324, 424 Woodwinds

MUSC 125, 225, 325, 425 Guitar
MUSC 126, 226, 326, 426 Strings (Cello, Bass)
MUSC 131, 231, 331, 431 Voice (Singing)
MUSC 141, 214, 341, 441 Piano

- additional required courses:

MUSC 351 Conducting
MUSC 375 Orchestration and Arranging (instrumental emphasis)

or

MUSC 455 Creative Activities in Elementary School Music (vocal emphasis)

MUSC 388 Instrumental Techniques
MUSC 456 Methods in Music Education
MUSC 483 Choral Techniques
MUSC ---- Music History elective

Students seeking Initial Licensure, must also declare a minor in secondary education and complete the following courses (See the "Secondary Education and Preprofessional Programs" section of this catalog)

EDHM 210 Introduction to Teaching
EDHM 235 Learning and Motivation
EDHM 335 Assessment and Planning
EDHM 413 Strategies for Teaching Music
EDHM 445 Content Area Reading, Writing and Study Skills
EDHM 490 Student Teaching**

* Students seeking Initial Licensure in music will be required to participate in a large ensemble (Wind or Chorale) for a minimum of 6 semesters of which only 5 semesters must be for credit.

** As a minimum prerequisite to student teaching, students will be required to pass a Music Education Piano Proficiency Exam, which may necessitate private lessons.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in music and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

MINOR IN EDUCATION (ALL LEVELS)

Students minoring in education must refer to the "Department of Secondary Education and Professional Programs" for specific requirements, and consult with the music education coordinator, Dr. Nancy Paxcia-Bibbins for additional information.

MUSIC MINOR

Required courses:

- MUSC 140 Class Piano I
MUSC 270 Sight-Singing and Ear-Training I
or
MUSC 272 Sight-Singing and Ear-Training II
MUSC 271 Music Theory I
MUSC 281 Music History I
or
MUSC 282 Music History II

Three credits in ensembles (MUSC 112, 113, 115, 118, 119, 183)*

Six additional credits from among the following:

Performance Studies: (maximum four credits – at least one credit at the 300 level of study)

- MUSC 121, 221, 321, 421 Brass
MUSC 122, 222, 322, 422 Percussion
MUSC 123, 223, 323, 423 Strings (Violin, Viola)
MUSC 124, 224, 324, 424 Woodwinds
MUSC 125, 225, 325, 425 Guitar
MUSC 126, 226, 326, 426 Strings (Cello, Bass)
MUSC 131, 231, 331, 431 Voice (Singing)
MUSC 141, 241, 341, 441 Piano
MUSC 130 Voice Class I
or
MUSC 230 Voice Class II
MUSC 162 Music in African Culture
MUSC 166 Survey of American Jazz
MUSC 167 The Music of Black Americans
MUSC 240 Class Piano II
MUSC 273 Music Theory II
MUSC 274 Creating Music
MUSC 281 Music History I
or
MUSC 282 Music History II
MUSC 364 Music of the Classical and Romantic Periods
MUSC 366 American Music of the Twentieth Century
MUSC 367 Music by Women Composers

- MUSC 272 Sight-Singing and Ear-Training II
MUSC 371 Counterpoint
MUSC 372 Form and Analysis I: 1700-1900
MUSC 399 Special Topics in Music
MUSC 499 Directed Study in Music

** From MUSC 111, 112, 113, 115, 118, 119 and 183, and from any and all cocurricular activities in which a student might wish to participate and for which the college grants or may decide to grant credit in the future, a student may accumulate not more than one (1) credit per semester, nor more than two (2) per year, nor more than six (6) per college career.*

Exception: All one credit cocurricular and physical education activity courses that are required for officially enrolled and graduating students in all approved major, concentration or minor may be counted towards graduation.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Nancy Paxcia-Bibbins

POST BACCALAUREATE PROGRAM: INITIAL LICENSURE - TEACHER OF MUSIC

In conjunction with the School of Education and Allied Studies and the School of Graduate Studies, the Department of Music offers a post baccalaureate program which qualifies a music graduate to obtain Massachusetts initial licensure as a teacher of music at the PreK-12 grade level (vocal, instrumental, general).

For additional current information concerning this program, contact Dr. Nancy Paxcia-Bibbins.

MASTER OF ARTS IN TEACHING MUSIC EDUCATION

Admission Requirements

- 1.) A 2.75 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- 3.) A bachelor's degree in music
- 4.) An initial teaching license and teaching experience in the field of music
- 5.) Three appropriate letters of recommendation
- 6.) A passing score on the music department proficiency test and either a formal audition or a video of the applicant's teaching and/or conducting

- 7.) Demonstrated proficiency in the use of technological applications for music education as assessed by the department's technology specialist
- 8.) MAT applicants are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department. (Appropriate background for a music concentration would include theory, history, ear training/sight singing, conducting, and piano proficiency.)
- 9.) A candidate for this program will be expected to have taken at least one course in general music methods prior to enrolling in this program. A candidate missing such background may take either MUSC 456 Methods in Music Education or MUSC 455 Creative Activities in Elementary School Music in addition to regular program requirements.

Recommended Courses:

MUSC 503 Directed Study
MUSC 559 Orff Schulwerk Teacher Training: Level II

Successful completion of a comprehensive examination is also required.

Program Requirements

Education Core Courses

15 credits

EDMC 530 The Teacher as Researcher
EDMC 531 The Standards-Based Classroom:
Curriculum
EDMC 532 The Teacher as Leader: From Issues to
Advocacy
EDMC 533 The Standards-Based Classroom:
Instruction and Assessment for Diverse
Learners
EDMC 538 The Professional Teacher (final program
course)

Music Courses

18 credits

MUSC 552 Seminar in Music Education Problems
MUSC 558 Orff Schulwerk Teacher Training: Level I
(MUSC 559 Orff Schulwerk Teacher
Training: Level II or MUSC 562 Orff
Schulwerk Teacher Training: Level III may
be substituted for this course.)
MUSC 559 Orff Schulwerk Teacher Training: Level II
or
MUSC 503 Directed Study
MUSC 564 Music in the Arts: A Cultural Perspective
MUSC 569 Foundations in Music Education
MUSC 575 Techniques for Arranging Classroom and
Concert Music

PHILOSOPHY

FACULTY

Chairperson:	Associate Professor Aeon Skoble
Professors:	Robert Fitzgibbons, Edward James, Francine Quaglio
Associate Professor:	Catherine Womack
Assistant Professor:	Laura McAlinden

Department Telephone Number: 508.531.1379

Location: Tillinghast Hall, Room 341

Web site: www.bridgew.edu/Philosophy

DEGREE PROGRAM

- BA in Philosophy
Concentration: Applied Ethics

UNDERGRADUATE MINOR

- Philosophy

The Department of Philosophy offers a major leading to the Bachelor of Arts degree. A minor in philosophy is also available. The program in philosophy provides a solid foundation for entry into careers such as law, journalism, college teaching, management, and medical ethics, as well as preparation for graduate work in philosophy and related disciplines.

The study of philosophy involves the development of a broad range of analytical, interpretive, evaluative and critical abilities as they are applied to a variety of theoretical and practical human concerns. Courses in the problems, history, and methods of philosophy as a mode of critical thinking deal with questions about the priority of values, the status of knowledge, truth, and consciousness, the nature of art, religion, science and politics.

The department offers numerous opportunities for students to excel, provides models of intellectual excellence, and fosters an atmosphere of mutual respect and open-mindedness. Faculty advisers work closely with students who wish to plan a course of study within the philosophy program. Academically talented students should contact the department chairperson for details about its honors program. Extracurricular activities

include the Philosophy club, which gives students from all majors a chance to discuss philosophical topics in an open and constructive manner. The Club also sponsors the *Bridgewater Journal of Philosophy*, which publishes student research and essays.

UNDERGRADUATE PROGRAMS

PHILOSOPHY MAJOR

A minimum of ten philosophy courses (30 credits) is required. A grade of "C" or higher is required in all philosophy course work contributing to the major.

- One three-credit 100-level philosophy course
- At least one of the following courses in logic is required:
PHIL 201 Rational Thinking
PHIL 310 Symbolic Logic
- At least two of the following courses in the history of philosophy is required:
PHIL 301 Plato and Aristotle
PHIL 303 Major Modern Philosophers
PHIL 305 American Philosophy
- At least two of the following area courses are required:
PHIL 402 Knowledge and Truth
PHIL 403 Ethics and Action
PHIL 404 Mind and Language
- PHIL 450 Senior Seminar in Philosophy is required
- At least three additional courses in philosophy are required

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

APPLIED ETHICS CONCENTRATION

Fulfill requirements for the philosophy major with at least four from the following distribution:
PHIL 203 Happiness and the Meaning of Life
PHIL 204 Sex and Personal Relations
PHIL 205 Medical Ethics

PHIL 210 Liberation Ethics
PHIL 322 Philosophy of Law
PHIL 330 Amoralism, Egoism, and Altruism
PHIL 334 Free Will, Determinism and Responsibility

PHILOSOPHY MINOR

For a minor in philosophy, a student must complete six philosophy courses (18 credits). Interested students should contact the chairperson in order to discuss an individual program relevant to their academic majors.

DOUBLE MAJORS

Philosophy is an excellent double major in that it enriches the questions and theoretical orientation of any other discipline. Interested students, particularly those majoring in education, should contact the chairperson in order to discuss an individual program.

PHILOSOPHY DEPARTMENTAL HONORS PROGRAM

The Philosophy Departmental Honors Program encourages students to excel in philosophy, to provide models and guidance for pursuing excellence, and to honor those students who demonstrate excellence. To be accepted into the departmental honors program, a student must be a philosophy major and fulfill the following criteria at the time of application to the philosophy honors program¹:

- A 3.3 GPA for all philosophy courses to be used toward a Bridgewater State College degree with a minimum of three philosophy courses completed.²
- A 3.3 GPA for all completed course work to be used for a Bridgewater State College degree.
- At least 60 credits completed toward an undergraduate degree.

For additional information concerning the departmental honors program in Philosophy, please contact the department chairperson.

The philosophy department has a chapter of Phi Sigma Tau, the international honors society for philosophy. Membership is open, regardless of major, to sophomores and higher with a 3.0 average in two or more philosophy classes and a 3.2 cumulative GPA. Members receive a certificate and are eligible to wear a sash indicating membership as part of their graduation regalia.

GRADUATE PROGRAMS

The department does not currently offer a graduate program. However, philosophy courses at the 400 level, with the exception of PHIL 499, may be taken for graduate credit with the consent of the Department of Philosophy.

- ¹ Upon admission to the departmental honors program, a student's philosophy major advisor will assume responsibility for advising the student in respect to the honors program.
- ² Students entering the Honors Program at or near the minimum GPA for admission should be aware that achieving higher grades in future philosophy courses will be necessary in order to eventually reach the 3.5 GPA in philosophy required for completing the Honors Program.

PHYSICS

FACULTY

Chairperson and Graduate Program

Coordinator: Professor Jeffrey Williams

Associate

Professors: Martina Arndt, Edward Deveney

Assistant

Professor: Thomas Kling

Department Telephone Number: 508.531.1386

Location: Conant Science Building, Room 115A

Web site: www.bridgew.edu/physics

DEGREE PROGRAMS

- BA in Physics
Concentration: General Physics
- BS in Physics
Concentration: Professional Physics
- MAT - General Science
- MAT - Physical Science
- MAT - Physics

UNDERGRADUATE MINORS

- Physics
- Geophysics*

*Interdisciplinary Minor

The Department of Physics strives to provide students with the necessary skills and knowledge to pursue successful careers in research, teaching, or further study in graduate programs. Programs in physics culminating in the degrees of Bachelor of Arts, Bachelor of Science and Master of Arts in Teaching are offered.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Department of Physics offers programs leading to the bachelor's degree in physics. A major in physics provides students with the necessary skills and knowledge to pursue successful careers in research, teaching, graduate and professional programs, industry, engineering and many other fields. Each student can plan a physics program with the help of a faculty adviser to meet spe-

cific future needs. The department also offers students opportunities in on-campus research and internships.

Students who are contemplating majoring in this department should be aware of the sequential nature of the course offerings. It is of prime importance that students consult with the chairperson of the department as soon as possible so that they can complete degree requirements in four years.

PHYSICS MAJOR

The physics department offers two physics concentrations: a **professional physics concentration** and a **general physics concentration**. Both concentrations have a core set of seven physics courses along with cognate courses in mathematics and chemistry.

PHYSICS CORE

All physics majors take the physics core

- PHYS 243-244 General Physics I-II
- PHYS 401 Modern Physics
- PHYS 402 Quantum Mechanics
- PHYS 414 Experimental Physics
- PHYS 438 Electricity and Magnetism
- PHYS 439 Mechanics

Core Cognates:

- CHEM 141-142 Chemical Principles I-II
- MATH 151-152 Calculus I-II

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

PROFESSIONAL PHYSICS CONCENTRATION

The physics major with a professional physics concentration is designed to meet the needs of students going to graduate school in physics or a related field, or jobs in science or engineering.

Requirements

Physics core courses

Physics core cognates

Electives: 12 credit hours of physics electives above the 100 level from the list below

Cognates:

- MATH 251 Calculus III
- MATH 316 Differential Equations

GENERAL PHYSICS CONCENTRATION

The physics major with a general physics concentration is designed to meet the needs of students seeking jobs in teaching, engineering, industry, computers, finance, biology, medicine, law and many other fields. It also would be an effective major to combine with many of the minors offered at the college. Along with the physics core and physics core cognate courses, the student must take six hours of physics electives from the list below.

Physics Electives

- PHYS 107 Exploring the Universe
- PHYS 180 Energy and its Social Uses
- PHYS 403 Mathematical Physics
- PHYS 405 Nuclear Physics
- PHYS 409 General Relativity and Cosmology
- PHYS 422 Computer Simulation in Physical Science
- PHYS 432 Electronic Circuits
- PHYS 433 Thermal Physics
- PHYS 435 Optics
- PHYS 442 Digital Electronics I
- PHYS 458 Advanced Electricity and Magnetism
- PHYS 459 Advanced Mechanics
- PHYS 460 Advanced Quantum Mechanics
- PHYS 498 Internship in Physics
- PHYS 499 Directed Study in Physics

PHYSICS MINOR

18 credits in physics acceptable for the physics major.

GEOPHYSICS MINOR

A minor is jointly offered with the Department of Earth Sciences and Geography. For further information contact the department chairpersons.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in physics and elementary education, early childhood education or special education for licensure purposes. Please contact the Department of Physics and the appropriate education department for further information.

MINOR IN SECONDARY EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL OR PREK-12 SPECIALIST)

Students may minor in secondary education (high school, middle school or preK-12 specialist). Successful completion of this minor, the program requirements of

either a BA or BS in Physics and PHYS 107 Exploring the Universe will lead to Massachusetts Initial Teacher Licensure. Please refer to the "Department of Secondary Education and Professional Programs" for specific teacher licensure requirements.

HONORS PROGRAM

The honors program in physics provides highly motivated physics majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in physics. Contact the Department of Physics for further information concerning eligibility and application.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Jeffrey Williams

MASTER OF ARTS IN TEACHING PHYSICS

The Master of Arts in Teaching Physics degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program policies and procedures.

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3.) An initial teaching license.
- 4.) Three appropriate letters of recommendation

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Education Core Courses

15 credits

- EDMC 530 The Teacher as Researcher
- EDMC 531 The Standards-Based Classroom: Curriculum
- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment
- EDMC 538 The Professional Teacher (final program course)

Concentration Electives

MAT students are expected to have, or acquire in addition to degree requirements, an appropriate background of college level courses, to be determined by the department.

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student, is required.

Successful completion of a comprehensive examination is also required.

MASTER OF ARTS IN TEACHING

GENERAL SCIENCE

The Master of Arts in Teaching General Science program is designed to advance the teaching skills and content knowledge of middle school teachers. This MAT concentration includes four science areas: physical science, life science, earth/space science and technology engineering. This degree will enable middle school generalists to become highly qualified middle school science specialists.

Admission requirements:

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) A composite score or 900 on the quantitative and verbal parts of the GRE General Test
- 3.) An initial teaching license
- 4.) Three appropriate letters of recommendation

Program Requirements:

Education Core Courses (15 credits)

- EDMC 530 The Teacher as Researcher
- EDMC 531 The Standards-Based Classroom: Curriculum
- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 The Professional Teacher (final program course)

Concentration Courses

Introductory course (3 credits)

- GSCI 501 Problem Solving in Science for the Middle School Teacher

Content distribution courses (12 credits)

- GSCI 504 Topics in Life Sciences for the Middle School Teacher

or

- BIOF 508 Special Topics in Middle School Life Science (3 credits)
- GSCI 505 Topics in Physical Sciences for the Middle School Teacher
- GSCI 506 Topics in Earth/Space Sciences for the Middle School Teacher
- GSCI 507 Topics in Technology/Engineering for the Middle School Teacher

Capstone Course (3 credits)

- GSCI 508 Integrated Science for the Middle School Teacher

MASTER OF ARTS IN TEACHING

PHYSICAL SCIENCE

The MAT Physical Science degree was developed for high school and middle school subject area teachers who have an initial license in chemistry, earth science or physics and are seeking a professional license in the Commonwealth of Massachusetts. This MAT program is defined to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent Massachusetts Department of Education licensure regulations.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding program policy and procedures.

Admission requirements:

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based

upon work completed during the junior and senior years

- 2.) A composite score of 900 on the quantitative and verbal parts of the GRE General Test
- 3.) An initial teaching license
- 4.) Three appropriate letters of recommendation

Program requirements:

Education Core Courses

EDMC 530 The Teacher as Researcher

EDMC 531 The Standards-Based Classroom:
Curriculum

EDMC 532 The Teacher as Leader: From Issues to
Advocacy

EDMC 533 The Standards-Based Classroom:
Instruction and Assessment for Diverse
Learners

EDMC 538 The Professional Teacher (final program
course)

Concentration Electives

Introductory course (3 credits)

PHSC 501 Problem Solving in Physical Science

**Four electives with at least one from each area
(12 credits)**

Chemistry

CHEM 512 Microcomputers as Laboratory Instru-
ments

CHEM 550 Chemistry and the Environment

CHEM 560 Special Topics in Chemistry

Earth Science

EASC 501 Observational Astronomy

EASC 504 Observational Meteorology

EASC 550 Modern Developments in Earth Science

EASC 560 Special Topics in Earth Science

Physics

PHYS 550 Physics for Teachers-A Modern Review

PHYS 560 Special Topics in Physics Teaching

PHYS 581 The Physics of the Environment

PHYS 593 Special Topics in Secondary School Science

or

PHYS 594 Special Topics in Junior High Science I

Capstone course

PHSC 590 Integrated Physical Science

POLITICAL SCIENCE

FACULTY

Chairperson: Professor George Serra

Graduate Program

Coordinator: Associate Professor Wendy Haynes

Professors: Michael Kryzanek, Shaheen Mozaffar

Assistant

Professors: Jordon Barkalow, Mark Kemper,
Deniz Leuenberger, Tracy Osborn

Department Telephone Number: 508.531.1387

Location: Summer Street House, Room 103

Website: www.bridgew.edu/PoliSci

DEGREE PROGRAMS

- BA in Political Science
Concentrations: American Politics, International Affairs, Legal Studies, Public Administration
- Master of Public Administration (MPA)
Concentrations: Financial Administration, Municipal and Regional Development and Management, Nonprofit Administration

UNDERGRADUATE MINOR

- Civic Education and Community Leadership*
- Political Science

* Interdisciplinary minor

UNDERGRADUATE PROGRAMS

THE POLITICAL SCIENCE PROGRAM

The Department of Political Science offers five programs of study in political science: a political science major (no concentration), a political science major (American politics concentration), a political science major (international affairs concentration) a political science major (legal studies concentration) and a political science major (public administration concentration).

The political science major (no concentration) offers students an understanding of governmental structures and political processes in their own country and in other parts of the world. This program provides a foundation

for graduate work in political science, public administration and international affairs, for the study of law, and for professional careers in teaching and in the public and private sectors.

The political science major (international affairs concentration) offers students an understanding of the structures and processes that govern political and economic relations among global actors. This program provides a foundation for graduate work in international politics, international business and economics, international law and organization, and for a professional career in these fields.

The political science major (legal studies concentration) offers students a background for professional careers in the field of law. This program provides a foundation for law school and for paralegal studies.

The political science major (American politics concentration) offers students a broad understanding of American politics. The concentration is designed to provide strong undergraduate scientific education in preparation for entry into advanced degree programs and professional careers in public service, private institutions and political organizations in the United States.

The political science major (public administration concentration) prepares students for a career focus in the public and nonprofit sectors at the federal, state, and local levels. The concentration is designed for those students who wish to pursue a Master of Public Administration degree and/or a career in this field.

BACHELOR OF ARTS

The Department of Political Science offers the Bachelor of Arts degree in Political Science.

POLITICAL SCIENCE CORE COURSES

All political science majors, regardless of their concentration, **must complete** 21 credits by taking the following core courses:

- POLI 172 Introduction to American Government
- POLI 260 International Relations
- POLI 274 Western Political Thought-Plato to the Present
- POLI 275 Comparative Government
- POLI 277 American Government: State and Local
- POLI 350 Research Methods in Political Science

POLI 475 Senior Seminar in Political Science

Note: Only 3 credits in Internship or 3 credits in Directed Study may be applied toward the Political Science major.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

POLITICAL SCIENCE MAJOR (No Concentration)

A student choosing the political science major (no concentration) **must complete** the political science major CORE courses and 15 credits (five courses) at the POLI 300 or 400 level.

POLITICAL SCIENCE MAJOR (American Politics Concentration)

A student choosing the political science major (american politics concentration) **must complete** the CORE courses above and the following concentration requirements:

A minimum of one course *must* be selected from the following concentration requirements:

- POLI 341 Constitutional Law and Politics:
The Powers of Government
- POLI 372 Legislative Process and Procedure
- POLI 391 The American Presidency

In addition, a minimum of one course *must* be selected from the following:

- POLI 375 American Political Parties and Interest Groups
- POLI 379 Voters, Elections and Campaigns
- POLI 380 Public Opinion and Mass Political Behavior

In addition, students choosing the American politics concentration must select electives (other than those taken in the categories above) from the course menu below to meet the 15 credit requirement of the concentration:

- POLI 341 Constitutional Law and Politics: The Powers of Government

POLI 342 Constitutional Law and Politics: The First Amendment

POLI 343 Constitutional Law and Politics: Liberty and Equality

POLI 344 Constitutional Law and Politics: Rights of the Accused

POLI 372 Legislative Process and Procedure

POLI 375 American Political Parties and Interest Groups

POLI 376 Urban Politics

POLI 379 Voters, Elections and Campaigns

POLI 380 Public Opinion and Mass Political Behavior

POLI 389 Racial Politics in the United States

POLI 391 The American Presidency

POLI 476 Women and Politics

POLI 479 Public Policy

POLI 498 Internship in Political Science (3 credits only)

POLITICAL SCIENCE MAJOR (International Affairs Concentration)

A student choosing the political science major (international affairs concentration) **must complete** the political science major CORE courses and the following concentration requirements:

- POLI 384 United States Foreign Policy
- POLI 473 International Organization

Choose one course from the following:

- POLI 370 Canadian Foreign Policy: Actors and Issues
- POLI 377 Canadian-American Political Relations
- POLI 386 Canadian Politics

Choose one course from the following:

- POLI 330 Asian Politics
- POLI 381 United States-Latin American Relations
- POLI 382 Latin American Government and Politics
- POLI 385 Government and Politics in the Middle East
- POLI 387 Government and Politics of Africa
- POLI 388 Government and Politics of Eastern Europe

Choose one course from the following:

- POLI 361 International Political Economy
- POLI 365 International Politics of the Environment
- POLI 455 Totalitarian Political Systems: Dictators and the Reign of Terror
- POLI 488 Politics and Development in the Third World
- POLI 498 Internship in Political Science (3 credits only)

POLITICAL SCIENCE MAJOR (Legal Studies Concentration)

A student choosing the political science major (legal studies concentration) **must complete** the political science major CORE courses and the following concentration requirements:

All of the following:

- POLI 285 Introduction to Law
- POLI 341 Constitutional Law and Politics: The Powers of Government
- POLI 372 Legislative Process and Procedure

One course selected from the following:

- POLI 342 Constitutional Law and Politics: The First Amendment
- POLI 343 Constitutional Law and Politics: Liberty and Equality
- POLI 344 Constitutional Law and Politics: Rights of the Accused
- POLI 495 Administrative Law and Regulation

One course selected from the following:

- PHIL 235 Human Rights and Human Liberties
- PHIL 322 Philosophy of Law
- POLI/ECON 340 Law and Economics
- POLI 400 Special Topics in Political Science*
- POLI 485 Honors Thesis in Political Science*
- POLI 498 Internship in Political Science (3 credits only)*

*Credit earned will count toward the legal studies concentration only if a significant portion of the course content or internship is related to the law. A determination as to whether the course or internship meets this requirement will be made by the department chairperson. If the chairperson concludes that the course or internship is not sufficiently related to the law, then the course or internship will not satisfy this requirement of the legal studies concentration.

POLITICAL SCIENCE MAJOR (Public Administration Concentration)

A student choosing the political science major (public administration concentration) **must complete** the political science major CORE courses and the following concentration requirements:

- POLI 279 Introduction to Public Administration
- POLI 390 Public Finance

Three courses selected from the following:

- POLI 201 Citizenship and Community Leadership
- POLI 376 Urban Politics
- POLI 400 Special Topics in Political Science*
- POLI 495 Administrative Law and Regulation
- POLI 479 Public Policy
- POLI 498 Internship in Political Science (3 credits only)*

*Credit earned will count toward the public administration concentration only if a significant portion of the course content or internship is related to public administration. A determination as to whether the course or internship meets this requirement will be made by the department chairperson. If the chairperson concludes that the course or internship is not sufficiently related to public administration, the course or internship will not satisfy the requirement of the public administration concentration.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in political science and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

POLITICAL SCIENCE MINOR

A student may qualify as a political science minor by completing the following requirements:

- POLI 172 Introduction to American Government
- POLI 260 International Relations
- POLI 274 Western Political Thought-Plato to the Present
- POLI 275 Comparative Government

Three electives, at least one of which must be at the POLI 300 - 400 level.

Only 3 credits of internship or directed study may be applied toward the minor.

INTERNSHIP PROGRAM

An internship program in political science is available to all students, majors and non-majors, who meet the program criteria. A wide range of assignments are available with federal, state and local governments and nonprofit organizations. Assignment to the internship program is based on application to and subsequent selection by the

internship supervisor. Application procedures follow college policy (see section on "Internships" in this catalog). To be eligible for an internship, a Political Science major or minor must have already completed POLI 172 and a 300 level political science course and must receive the consent of the internship supervisor. Non-political science majors and minors must have the approval of their major adviser and the political science internship supervisor and must have taken one political science course. Interns must have achieved at least a junior standing. Credits shall be limited to three unless more are approved by the Department of Political Science, however, only 3 credits may apply to the major or the minor. It is recommended that those students with an interest in the program confer with the internship supervisor as soon as possible in the semester before their proposed internship.

HONORS PROGRAM

The Honors Program in Political Science provides highly motivated political science majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in political science. Contact the Department of Political Science for further information concerning eligibility and application.

PI SIGMA ALPHA

The Political Science Department has a chapter (the Pi Upsilon Chapter) of Pi Sigma Alpha, the national political science honor society. Each year, the political science faculty selects and invites political science majors who are juniors and seniors and who have demonstrated outstanding academic accomplishments to join. Each initiate receives an inscribed certificate of membership.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Wendy Haynes

MASTER OF PUBLIC ADMINISTRATION

The Department of Political Science offers the Master of Public Administration (MPA) degree. The MPA program provides professional education to prepare persons for leadership roles in public administration and public affairs at the federal, state and local levels with flexible career opportunities in both the public and nonprofit sectors.

Program Description

Coursework

The MPA program accommodates the needs of both pre-career students and in-career professionals by offering alternative program requirements that take into account the student's academic and professional background. Students with a bachelor's degree and no professional work experience are expected to complete a 45 credit hour degree program (including six hours of professional internship), while in-career professionals are expected to complete a 39 credit hour program. Up to six hours of appropriate graduate coursework taken elsewhere may be transferred into the degree program. All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Graduate Program Planning" in the "School of Graduate Studies" section of this catalog.

The MPA Curriculum

Both pre-career and in-career students must complete a 24 hour core curriculum component of the degree program. These courses are:

- POLI 501 Introduction to Public Institutions and Administration
- POLI 510 Introduction to Research in Public Administration
- POLI 511 Program Evaluation and Policy Analysis
- POLI 521 Public Finance
- POLI 531 Public Personnel
- POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions
- POLI 541 Legislative-Executive Relations
- or
- POLI 542 Administrative Law and Regulation
- POLI 591 Capstone Seminar in Public Management

All students are also required to complete 15 hours of electives of which 3 credits must be in POLI 506 Public Administration Module. Pre-career students must complete an additional six hours in POLI 598 Internship in Public Administration.

Concentrations

There are three areas in which an MPA candidate may concentrate; elective courses are available in each of the areas. As an alternative to earning a degree within a concentration area, students may pursue a generalist MPA track. For students seeking to earn a degree in a concentration, a minimum of three elective courses must be taken in the substantive area. The substantive concentration areas are as follows:

Financial Administration
Municipal and Regional Development and
Management
Nonprofit Administration

An additional three hours must be taken in three one-credit professional development modules.

Admissions Information

Detailed information about admissions is provided in the "School of Graduate Studies" section of the catalog. To be admitted to the MPA program, an applicant must hold a bachelor's degree from a four-year accredited college or university. If the degree has not yet been awarded at the time of application, the successful applicant must be nearing completion of the bachelor's degree. The admissions process will also require an undergraduate GPA of 2.75, an acceptable GRE score and an interview with the MPA program faculty. (Please note: To receive a clear admit status, MPA applicants must have a composite score of 900 or greater on the quantitative and verbal parts of the GRE General Test. To receive a conditional acceptance, MPA applicants must have a composite score of 700-899 on the quantitative and verbal parts of the GRE General Test.) Students should submit a resume and three letters of reference should come from professors or practitioners familiar with the student's academic ability. Students failing to meet the standard graduate admissions criteria may also be considered on a conditional basis of acceptance. Contact the School of Graduate Studies to receive a catalog and application material.

Exit Requirement

The MPA program offers some degree of flexibility for exit from this program. All students are required to fulfill an exit requirement which in most cases will require passing a written comprehensive examination. This one-day examination allows program faculty to test students' mastery of fundamental principles and issues covered in the core curriculum. Students must have completed at least 30 hours of the degree program to sit for the examination and will have two opportunities to pass the examination. In appropriate circumstances, such as a student interested in pursuing further graduate work at the doctoral level, a master's thesis may be substituted for the comprehensive examination. The master's thesis will be directed by a committee of three faculty members and be covered under the guidelines and regulations of the School of Graduate Studies at Bridgewater State College.

Distinctive Features of the Program

Professional development modules

The program requires that students register for a minimum of three 15 hour, one credit modules, offered each semester on topics of special relevance to public service. Normally these modules are taught on Saturdays during the semester.

Internships

A six-hour internship experience at the local, state or federal level is required for all preprofessional students and will be available as an elective (3 or 6 hours) for those professionals who wish to enhance their background.

Scheduling

To meet the needs of in-career professionals, both at Bridgewater and at off-site locations, courses in the program are offered primarily in the evening, once a week for three hours. Occasional intensive weekend courses are also available, as well as a summer schedule of courses which meet three times a week for eight weeks.

For applications and additional information contact the School of Graduate Studies and specify your interest in the MPA program:

School of Graduate Studies
Maxwell Library
Bridgewater State College
Bridgewater, MA 02325
508.531.1300

PSYCHOLOGY

FACULTY

Chairperson: Professor Ruth Hannon

Graduate Program

Coordinator: Assistant Professor Michael Murtagh

Professors: Elizabeth Englander, Margaret Johnson,
David Richards, Susan Todd

Associate

Professors: Sandra Nearing, Jeffrey Nicholas,
Orlando Olivares

Assistant

Professors: Jonathan Holmes, Teresa King,
Anne Murtagh, Amanda Shyne,
Elizabeth Spievak

Department Telephone Number: 508.531.1385

Location: Hart Hall, Room 325

Web site: www.bridgew.edu/Psychology

DEGREE PROGRAMS

- BS in Psychology
Concentrations: Child Psychology, Industrial
and Organizational Psychology, Medical and
Health Psychology
- MA - Psychology

UNDERGRADUATE MINORS

- Psychology
- Forensic Psychology*

*Interdisciplinary Minor

UNDERGRADUATE PROGRAM

BACHELOR OF SCIENCE

The objectives of the Department of Psychology are to 1) provide all students with an understanding of psychology and what psychologists do; 2) give students (where applicable) a background in psychology that will help them do their jobs better; 3) give our terminal majors sufficient training to enhance their opportunities for vocational placement in psychology-related occupations; 4) give our majors who intend to become professional psychologists sufficient preparation to permit them to be competitive in achieving admission to and success in graduate schools.

Note: The Bachelor of Arts in Psychology is inactive

PSYCHOLOGY MAJOR

PSYC 100 Introductory Psychology

PSYC 201 Statistics for Psychology*

or

MATH 110 Elementary Statistics I*

PSYC 224 Child Psychology

or

PSYC 227 Development Through the Life Cycle

PSYC 252 Psychology of Learning

PSYC 310 Social Psychology

PSYC 320 Research Methods in Psychology*

PSYC 342 Biopsychology

PSYC 360 Psychology of Personality

*A Psychology major who receives a C- or below in PSYC 201 or MATH 110 or PSYC 320 must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

In addition, psychology majors must select five elective courses as follows:

Advanced psychological studies (select one of the following courses):

PSYC 303 Survey of Psychological Testing

PSYC 319 History of Psychology

PSYC 321 Psychology of Human Differences

PSYC 350 Special Topics in Psychology

PSYC 404 Attitude and Personality Measurement

PSYC 460 Neuropsychology

PSYC 490 Senior Seminar

Biobehavioral, cognitive, and social psychological studies (select one of the following courses):

PSYC 210 Applied Social Psychology

PSYC 230 Cross-Cultural Psychology

PSYC 280 Consumer Psychology

PSYC 305 Psychology of Personnel Selection

PSYC 313 Industrial and Organizational Psychology

PSYC 337 Cognitive Psychology

PSYC 340 Sensation and Perception

PSYC 342 Biopsychology

PSYC 344 Drugs and Human Behavior

PSYC 345 Psychology of Consciousness

PSYC 355 Behavior Analysis

PSYC 385 Environmental Psychology

PSYC 474 Forensic Psychology

Clinical Studies and Practicum and Research (select one of the following courses):

PSYC 365 Medical Psychology
PSYC 369 Psychology of Criminal Behavior
PSYC 370 Abnormal Psychology
PSYC 470 Clinical Psychology
PSYC 475 Psychology of Group Behavior
PSYC 492 Seminar: Clinical Methods in Medical Psychology
PSYC 494 Clinical Practicum: Forensic Psychology
PSYC 495 Practicum: Medical Psychology
PSYC 496 Personnel Practicum
PSYC 497 Research
PSYC 498 Clinical Practicum
PSYC 499 Directed Study in Psychology

Plus two additional electives: any two psychology courses.

Also required:

One biology lab course from the following:

BIOL 100 General Principles of Biology

or

BIOL 102 Introduction to Zoology

Students enrolled prior to Fall 1987 and transfer students enrolled prior to September 1989 are required to complete a foreign language through the intermediate level or its equivalent.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

CHILD PSYCHOLOGY CONCENTRATION

The concentration in child psychology provides students with a more specialized education in the field of child psychology and development and knowledge of psychological testing and interventions used with children.

PSYC 100 Introductory Psychology
PSYC 201 Statistics for Psychology*
(MATH 110 Elementary Statistics I is accepted but not recommended*)
PSYC 224 Child Psychology
PSYC 252 Psychology of Learning
PSYC 310 Social Psychology
PSYC 320 Research Methods in Psychology*
PSYC 342 Biopsychology
PSYC 360 Psychology of Personality

*A Psychology major who receives a C- or below in PSYC 201 or MATH 110 or PSYC 320 must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

Choose one: (Testing)

PSYC 303 Survey of Psychological Testing
PSYC 321 Psychology of Human Differences
PSYC 404 Attitude and Personality Measurement

Choose one: (Cognitive Development)

PSYC 327 Psychology of Exceptional Children
PSYC 328 Psychology of Mental Retardation
PSYC 337 Cognitive Psychology

Choose one: (Biological Development in Children)

BIOL 100 General Principles of Biology
BIOL 102 Introduction to Zoology

Choose one: (Abnormal Psychology)

PSYC 325 Developmental Psychopathology
PSYC 370 Abnormal Psychology

Choose one: (Elective)

(Note: PSYC 226 and PSYC 227 may *not* be taken as an elective. See below.)

PSYC 210 Applied Social Psychology
PSYC 230 Cross-Cultural Psychology
PSYC 319 History of Psychology
PSYC 344 Drugs and Human Behavior
PSYC 350 Special Topics in Psychology
PSYC 355 Behavior Analysis
PSYC 365 Medical Psychology
PSYC 369 Psychology of Criminal Behavior
PSYC 385 Environmental Psychology
PSYC 470 Clinical Psychology
PSYC 490 Senior Seminar

Choose one:

SCWK 334 Intervention with Family Systems
SCWK 392 Treating Childhood Sexual Abuse
SOC1 103 Social Problems
SOC1 203 The Family
SOC1 322 Sociology of Childhood

The following courses may be taken but will not be counted toward the minimum major requirements and the Child Psychology Concentration requirements:

PSYC 226 Adolescent Psychology
PSYC 227 Development Through the Life Cycle

Note: To substitute PSYC 350 Special Topics for any requirement on this list, a student must have the permission of his or her adviser and the chairperson of the Department of Psychology.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY CONCENTRATION

This concentration will provide students with an understanding of the psychological principles related to personnel work and the application of these principles to business and industry.

PSYC 100 Introductory Psychology
PSYC 201 Statistics for Psychology*
(MATH 110 Elementary Statistics I is accepted but not recommended*)

PSYC 227 Development Through the Life Cycle
PSYC 252 Psychology of Learning
PSYC 310 Social Psychology
PSYC 320 Research Methods in Psychology*
PSYC 342 Biopsychology
PSYC 360 Psychology of Personality

*A Psychology major who receives a C- or below in PSYC 201 or MATH 110 or PSYC 320 must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

Additional requirements for Industrial and Organizational Psychology students include:

PSYC 210 Applied Social Psychology
PSYC 303 Survey of Psychological Testing
or
PSYC 404 Attitude and Personality Measurement
PSYC 305 Psychology of Personnel Selection
PSYC 313 Industrial and Organizational Psychology
PSYC 321 Psychology of Human Differences
PSYC 496 Personnel Practicum

One biology lab course from the following:

BIOL 100 General Principles of Biology
or
BIOL 102 Introduction to Zoology

Also required:

ACFI 240 Principles of Accounting I
or
COMP 105 Computers and their Applications:
An Introduction
ENGL 201 Technical Writing I
HIST 462 American Labor History
SOCI 350 Sociology of Work
or
SOCI 332 Sociology of Organizations

One course from the following:

COMM 303 Introduction to Organizational Communication
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MEDICAL AND HEALTH PSYCHOLOGY CONCENTRATION

PSYC 100 Introductory Psychology
PSYC 201 Statistics for Psychology*
(MATH 110 Elementary Statistics I is accepted but not recommended*)

PSYC 227 Development Through the Life Cycle
PSYC 252 Psychology of Learning
PSYC 310 Social Psychology
PSYC 320 Research Methods in Psychology*
PSYC 342 Biopsychology
PSYC 360 Psychology of Personality

*A Psychology major who receives a C- or below in PSYC 201 or MATH 110 or PSYC 320 must repeat the course(s) for a higher grade. Please see "Repeat Courses" in the "Undergraduate Academic Policies" section of this catalog.

Additional requirements for Medical and Health Psychology students include:

PSYC 303 Survey of Psychological Testing
PSYC 342 Biopsychology
PSYC 344 Drugs and Human Behavior
or
PSYC 355 Behavior Analysis
PSYC 365 Medical Psychology

PSYC 492 Seminar: Clinical Methods in
Medical Psychology
PSYC 495 Practicum: Medical Psychology

One biology lab course from the following:
BIOL 100 General Principles of Biology
or
BIOL 102 Introduction to Zoology

Also required:

ANTH 330 Medical Anthropology
or
SOCI 307 Medical Sociology
CHEM 102 Chemistry in Everyday Life
or
PHYS 102 Modern Physics for the Humanist
ENGL 201 Technical Writing I
PHIL 205 Medical Ethics
SCWK 400 Social Services in the Health Care Field

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

It is strongly recommended that all psychology majors planning further work in psychology at the graduate level take PSYC 319 History of Psychology. Such students should also elect courses which will develop their computational and writing skills. In addition, some computer literacy is advantageous.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION AND SPECIAL EDUCATION

Students may choose a double major in psychology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

FORENSIC PSYCHOLOGY INTERDISCIPLINARY MINOR

Required Courses:

PSYC 369 Psychology of Criminal Behavior
PSYC 370 Abnormal Psychology
PSYC 474 Forensic Psychology
PSYC 494 Clinical Practicum: Forensic Psychology
SOCI 328 Criminology

Select one course from the following electives:

CRJU/SOCI 310 Women and Crime
SOCI 313 Family Violence
CRJU/SOCI 334 White Collar Crime
CRJU 354 Corrections
CRJU/SOCI 355 Juvenile Delinquency

Note: Only two courses may be counted toward the minor that have already been counted toward the student's major.

Course Sequence:

PSYC 100 must be taken before any other PSYC course
PSYC 369 must be taken before PSYC 494
SOCI 328 must be taken before the SOCI elective is taken

For further information concerning the forensic psychology interdisciplinary minor contact Dr. Elizabeth Englander at teenglander@bridgew.edu or 508.531.1385.

PSYCHOLOGY MINOR

PSYC 100 Introductory Psychology
Five other psychology courses to fit the needs of the individual students.

HONORS PROGRAM

The Honors Program in Psychology provides highly motivated psychology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in psychology. Contact the Department of Psychology for further information concerning eligibility and application.

GRADUATE PROGRAM

Graduate Program Coordinator: Dr. Michael Murtagh

MASTER OF ARTS

The Department of Psychology offers a graduate program leading to the degree of Master of Arts in Psychology. This program, which prepares the student to sit for the examination for licensure as a mental health counselor in Massachusetts, equips students to help individuals who may have a variety of behavioral, cognitive and emotional challenges. It may also serve as a stepping-stone to further graduate training (PhD or PsyD).

The Master of Arts in Psychology is a clinical program with a curriculum designed to provide a firm foundation in the understanding of human behavior and clinical disorders, as well as specific skills in psychotherapy and psychological assessment. Research methods and statistics are emphasized as essential tools for clinical professionals – e.g., in performing clinical outcome studies and program evaluations, and in staying current with the empirical literature. Students are exposed to a range of empirically supported therapeutic methods, with special emphasis on cognitive-behavioral techniques. Experiential learning is an essential component of the program, with 15 credits of practica and internships required.

Each applicant will be examined in light of his or her own academic record as well as work related experience. All applicants must submit GRE General test scores, three letters of recommendation, undergraduate transcript(s) and work related history. Applicants must possess an undergraduate degree in either psychology or a closely related field. Since enrollment is limited, successful candidates should have a minimum of 3.0 GPA as an undergraduate, above average GRE scores and some experience in the field. Final candidates will also receive a personal interview from the Admissions Committee.

REQUIREMENTS FOR THE DEGREE

Students must complete a minimum of 61 approved graduate credits for the Master of Arts in Psychology. Students must complete a written comprehensive examination before graduation; students who complete a thesis may substitute their oral defense for the written examination.

All students will complete a 45 credits academic core, and 15 credit clinical core (including practicum and internship).

ACADEMIC CORE

First Year Courses

The following courses **must** be taken within the Department of Psychology.

Fall:

PSYC 505 Research Methods and Design I3 credits

PSYC 509 Foundations of Clinical Practice3 credits

PSYC 511 Theories of Psychotherapy.....3 credits

Spring:

PSYC 506 Research Methods and Design II.....3 credits

PSYC 512 Evaluation Techniques3 credits

PSYC 575 Psychopathology3 credits

Second Year Courses

First year courses must be completed before beginning second year courses.

Fall:

PSYC 500 Developmental Human

Psychology3 credits

PSYC 541 Psychotherapy: Theory and

Practice I.....3 credits

Spring:

PSYC 513 Psychopharmacology for Non-medical

Professionals3 credits

PSYC 542 Psychotherapy: Theory and

Practice II..... 3 credits

Other Program Requirements

The following courses may be taken at any time, assuming any prerequisites have been met.

PSYC 508 Advanced Seminar

PSYC 516 Multicultural Counseling

PSYC 517 Career Information and Placement

PSYC 518 Theory and Process of Group Interaction

Seminar and Research

All students are required to complete one of the following two courses: PSYC 504 Research (Thesis) or an additional PSYC 508 Advanced Seminar.

PSYC 504 Research4 credits

PSYC 508 Advanced Seminar3 credits

CLINICAL CORE

All students must complete 100 hours of practicum and 600 hours of internship.

PSYC 591 Clinical Practicum.....3 credits

PSYC 592 Internship.....12 credits

(maximum of 6 credits each semester)

Important: Only 500 level courses will be accepted for credit in the MA Program in psychology. Matriculating students may not transfer any second year courses into the program. Under current guidelines established by the commonwealth, students completing the program of study in psychology will be eligible (after completing the required number of post-graduate supervised clinical hours) to sit for the examination for licensure as a mental health counselor in Massachusetts.

SOCIAL WORK

FACULTY

Chairperson: Professor Rebecca Leavitt

**Acting Graduate
Program**

Coordinators: Assistant Professor Gary Calhoun,
Professor Anna Martin-Jearld

Associate

Professors: Lucinda King-Frode, Beverly Lovett

Assistant

Professors: Arnaa Alcon, Mark Brenner,
Emily Douglas, Karen Fein,
Sabrina Gentlewarrior, Jude Gonsalvez,
Emily Mann, David O'Malley

Department Telephone Number: 508.531.1389

Location: Hart Hall, Room 338

Web site: www.bridgew.edu/SocialWork

DEGREE PROGRAMS

- BS in Social Work
- MSW Social Work

UNDERGRADUATE MINOR

- Social Welfare

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE

The Department of Social Work offers an undergraduate program leading to the Bachelor of Science degree. A minor in social welfare is also available. The curriculum is designed to prepare students for beginning generalist professional practice in social work and other human service fields. Students learn social work methods, skills, theories, values, and ethics for practice with various populations and, most especially, with the region's diverse and vulnerable populations. The program builds on a liberal arts perspective, providing students with a foundation for critical thinking, effective communication, and ethical behavior that will be of daily importance to them in professional practice.

Career opportunities are vast and varied and include child protective services, juvenile justice and mental health workers; domestic abuse, family court and probation of-

ficers; residential counselor and patient advocate. Social work majors also complete the program well prepared for graduate study and may be eligible for consideration for advanced standing at some graduate schools of social work.

The college's social work department is accredited by the Council on Social Work Education, allowing graduates to apply for social work licensure in Massachusetts at the licensed social worker (LSW) level after completing their bachelor's degree.

The program integrates theory with field experience through required courses held in conjunction with a variety of community social service agencies. The Introduction to Social Welfare course acquaints students with the field as they participate in community service in a social service agency. In Junior Fieldwork Practice (SCWK 398), students spend a minimum of 90 hours during one semester at an agency learning how it functions and about the professional roles of social workers. This course lays the foundation for the senior year field experience course (SCWK 498). The field experience meets from September through May and entails a minimum of 410 hours under the supervision of a professional social worker at the Master of Social Work level. Each of these courses is explained in detail in the "Course Descriptions" section of this catalog.

Note: The Bachelor of Arts in Social Work is inactive.

SOCIAL WORK MAJOR

SCWK 250 Introduction to Social Welfare

SCWK 270 Social Work Issues of Diversity and
Oppression

SCWK 320 Human Behavior and Social Environment I

SCWK 321 Human Behavior and Social Environment II

SCWK 330 Generalist Practice I

SCWK 350 Social Welfare Policy

SCWK 398 Junior Year Fieldwork Practice

SCWK 431 Social Work Practice with Individuals,
Families and Groups

SCWK 432 Social Work Practice with Communities
and Organizations

SCWK 440 Research Methods in Social Work

SCWK 498 Field Experience in Social Work

Required cognates:

A minimum grade of C- is required in all cognates

PSYC 100 Introductory Psychology

SOCI 102 Introduction to Sociology
SCWK 375 Data Analysis for Social Workers

or

PSYC 201 Statistics for Psychology

or

MATH 110 Elementary Statistics I

or

SOCI 391 Seminar: Social Data Analysis

One semester in a human biology course (choose one):

BIOL 100 General Principles of Biology

BIOL 102 Introduction to Zoology

BIOL 110 Biology: A Human Approach

BIOL 111 Human Heredity

BIOL 112 Biology and Human Thought

BIOL 115 Microbial World and You

BIOL 117 The Biological Environment

BIOL 121 General Biology I

BIOL 128 The Biology of Human Sexuality

Recommended Social Work Electives:

SCWK/WMST 304 The Psychosocial Development
of Women

SCWK 305 Child Welfare

SCWK 333 Social Work with the Aged and Their
Families

SCWK 334 Intervention with Family Systems

SCWK 376 Social Work with Adolescents and Young
Adults

SCWK 392 Treating Childhood Sexual Abuse

SCWK 399 Special Topics in Social Work

SCWK 415 Social Services in Alcohol and
Substance Abuse

SCWK 446 Social Work Practice with Groups

SCWK 499 Directed Study in Social Work

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

HONORS PROGRAM

The honors program in social work provides highly motivated social work majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in social work. Contact the Department of Social Work for further information concerning eligibility and application.

SOCIAL WELFARE MINOR

This minor seeks to acquaint students in majors, concentrations, and preprofessional programs that interface with social work (e.g., sociology, psychology, anthropology, health, education, counseling, business, pre-law, pre-medicine, recreation) with the evolution of the social welfare structure in the United States (SCWK 250), the policies that result in social welfare programs (SCWK 350) and populations at particular risk (SCWK 270).

Required courses:

SCWK 250 Introduction to Social Welfare

SCWK 270 Social Work Issues of Diversity and
Oppression

SCWK 320 Human Behavior and Social Environment I

SCWK 350 Social Welfare Policy

Six additional credits in social work elective courses with the exception of SCWK 330, SCWK 398, SCWK 432 and SCWK 498.

ADMISSION TO THE SOCIAL WORK PROGRAM

Admission Requirements:

To be formally admitted to the social work program, a student must:

1. Meet with an assigned social work adviser.
2. Complete a minimum of 36 hours of Core Curriculum Requirements that include ENGL 101 Writing I and ENGL 102 Writing II, COMM 130 Human Communication Skills, SOCI 102 Introduction to Sociology, and a human biology course (see list under Required Cognates). PSYC 100 Introductory Psychology is also required.
3. Have completed 60 hours of course work with a minimum GPA of 2.5. Students with a GPA between 2.0 and 2.5 may petition the social work program admissions committee that they be accepted into the major due to special circumstances. If the decision of the committee is favorable, such students will be granted **conditional acceptance** to the program only.
4. Have completed SCWK 250 and SCWK 270 with a social work course GPA (not including cognates) of 2.7 and no social work course grades below C-. Students falling slightly below these standards will have their grade performance reviewed by the social work program admission committee.

5. Demonstrate competency in oral and written communication since such skills are fundamental to and utilized in everyday social work practice. Students must have completed ENGL 101 Writing I, ENGL 102 Writing II and COMM 130 Human Communication skills with a minimum grade of C+ in each course. A grade of C or C- in one of these courses may be accepted if the student agrees to consult the Writing Center and give proof that basic skill problems in a given area are identified and addressed.
6. Complete an application for admission to the social work program. This application includes basic biographical data, information on employment and volunteer experiences, and a two to four page self-evaluation of the student's interest, readiness and suitability for a career in social work. The purpose of the self-evaluation is to reflect the applicant's commitment to the goals and purposes of social work. The application is available through the student's assigned faculty adviser in the Department of Social Work. The application should be reviewed by the student's adviser and an additional social work faculty member.
7. Submit a copy of his/her transcript that provides an up-to-date indication of cumulative and social work GPAs.
8. Be successfully reviewed by the social work faculty. All information obtained through the admission process will be held in confidence. Knowingly making a false oral or written statement during the admission process could result in denial of admission to the program.
9. Sign a statement indicating that he/she has read and will follow the National Association of Social Worker's Code of Ethics. This code is printed in the Encyclopedia of Social Work and is available through the NASW Web site (www.naswdc.org).

Applicants are notified in writing by the social work program admissions committee about the outcome of the admission process.

Only social work courses from four-year colleges accredited by the Council on Social Work Education will be granted equivalency credit with the possible exception of SCWK 250. Transfer students must provide evidence that these courses sufficiently correspond with the goals and objectives specified in courses within the

Department of Social Work curriculum. Performance evaluations of any field work courses completed are also required. The only other course exception would be below-300 level required social work course offered on an off-campus site by a Bridgewater State College social work faculty person or other CSWE qualified social work faculty, provided the course is fully duplicative of the same course in the Department of Social Work's curriculum as determined through the official articulated agreement by the faculty after review.

Admission to Junior Field Placement

Students are eligible for admission to SCWK 330, the combined initial practice course and junior year field work experience, after being formally admitted into the social work program. They should have completed SCWK 320 or be taking it concurrently. **A G.P.A. of 2.7 in social work courses and 2.5 overall must be achieved prior to admission to SCWK 330.** Students must also complete the department's Junior Prospective Intern Data Form and the Practicum/Internship Form required by the School of Arts and Sciences.

The social work faculty's field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

Admission to Senior Field Placement

A student is eligible for placement in SCWK 498, the 410+ clock hour senior year field work experience, after being formally admitted into the social work program and after completing SCWK 320 and SCWK 330. In the spring semester each student applying for senior field placement is required to make an appointment with the field coordinator to discuss options and procedures. Applications are due no later than **Feb. 15** for placement in the following fall. Placements are from September to May and are not available during the summer.

All applications for field placement are reviewed by the social work field education review committee. The needs, strengths and interests of the students, as well as availability of agency and program placement resources, are discussed. Additionally, each applicant is interviewed by the social work field coordinator. Issues of concern that may have been identified during the applicant's program

admission interview, if needed, are to be addressed with the applicant. Goals for the student and possible agency options are explored. A particular setting will be recommended on the basis of these variables.

The field education coordinator discusses the placement with the student and arranges for an agency contact. The student then meets with the agency supervisor to discuss the placement, mutual expectations and available learning opportunities. A final decision is reached by the field education coordinator after consultation with the student and the agency supervisor. Suggested readings and preplacement contacts are worked out on an individual basis.

It is recommended that each student join the National Association of Social Workers during the semester prior to field placement.

Retention in the Social Work Major

Students must remain in full compliance with all regulations, requirements, policies and procedures of the Department of Social Work, the college and the Council on Social Work Education. Students may be terminated from the social work program if, in the professional judgement of the social work faculty, violations of professional and/or ethical codes have occurred. These violations are discussed in detail in the department's admission, termination and appeals policies and procedures. Dismissal from two field placements due to unacceptable performance will result in the termination of the student from the social work program. All students wishing to pursue a major in social work are strongly urged to obtain a copy of this document from the Department of Social Work. Course work with a grade lower than C- must be repeated prior to graduation.

GRADUATE PROGRAM

Acting Graduate Program Coordinators: Dr. Gary Calhoun and Dr. Anna Martin-Jearld

MASTER IN SOCIAL WORK

Mission

Brigewater State College's Master in Social Work (MSW) program reflects the purposes of social work education nationally and internationally. The mission of the MSW program is to prepare advanced professional practitioners to address regional needs, promote social justice, and enhance the strengths and resilience

of communities, families and individuals. The program will prepare advanced professionals who are grounded in resilience theory and a strengths-based approach for intergenerational practice. This approach will work with client systems by building and reinforcing what is going right for people, and by using the client's strengths and resources to address areas of concern. Attention is given to the intergenerational system, to identify what can be done to effect change and strengthen relationships among individuals, groups, and community components in order to promote greater self-sufficiency and constructive functioning.

The Curriculum

In order to prepare graduates to work successfully with a variety of client systems often presenting multiple, complex problems, the MSW program provides a resilience theory and strengths-based approach for intergenerational practice that incorporates content on the profession's history, purpose and philosophy and a specific body of knowledge, values and skills. The curriculum emphasizes critical and creative thinking that enables alumni to initiate, adapt and evaluate interactions for the demographic and cultural groups in our region.

The foundation year includes 30 credits with content on social work values and ethics, diversity and social and economic justice, human behavior and the social environment, social welfare policy and services, social work practice, research and a field practicum. First year students will take the following courses:

- SCWK 500 Introduction to Social Welfare Policy: History, Programs and Issues
- SCWK 502 Dynamics of Diversity and Oppression
- SCWK 508 Introduction to Social Policy
- SCWK 510 Human Behavior in the Social Environment I
- SCWK 511 Human Behavior in the Social Environment II
- SCWK 530 Social Work Practice I
- SCWK 531 Social Work Practice II: Groups and Community Based Practice
- SCWK 540 Introductory Social Research
- SCWK 590 Field Practice and seminar I
- SCWK 591 Field Practice and seminar II

The advanced year, with 38 credits, broadens and deepens the foundation content while offering students choices among modules or quarter courses that introduce the skills needed to work with particularly

vulnerable populations. In some instances, quarter courses may be combined with semester-long courses. Students may also use these electives to take graduate courses outside the Social Work Department, such as those in the Master of Public Administration, Master of Science in Management, Master of Education in Health Promotion or other approved master's degree.

The advanced year also offers an integrated seminar that will require students to draw on their foundation course work in human behavior in the social environment, research, policy and practice. The course will focus on two or three issues confronted by communities, families and/or individuals, such as the impact of managed care, confronting childhood poverty, or approaches to working with immigrants. Second year students take the following courses:

- SCWK 512 Human Behavior in the Social Environment III: DSM-IV-TR
- SCWK 541 Research: Evaluating Practice
- SCWK 550 Social Work Practice III: Intergenerational Strengths-based Practice with Families
- SCWK 551 Social Work Practice IV: Intergenerational Strengths-based Practice with Individuals
- SCWK 570 Integrative Seminar I
- SCWK 572 Social Policy II
- SCWK 592 Field Practice III
- SCWK 593 Field Practice IV
- Electives: four elective courses, 1.5 credit each, for a total of 6.0 credits

Part-Time Program

Students electing to complete the MSW degree on a part-time basis must do so in three years, beginning in the fall semester. Designed for students who work during the day, the program offers classes in the evening and on weekends.

Admissions: The admissions process involves the following components:

1. A completed application to the MSW program, available through the School of Graduate Studies. Applications are due on Feb. 1 for fall matriculation.
2. An updated resume
3. Official transcripts from all undergraduate and graduate programs attended
4. A personal statement about interest in master's-level social work practice

5. Three letters of reference, ideally from supervisors, faculty members and others able to attest to the applicant's readiness to undertake graduate education in social work
6. Standardized test scores such as the GREs and the MAT are not required, but students are welcome to submit such scores.

The admission committee's decision will be based on the applicant's demonstrated academic ability, interpersonal skills, and self-awareness – indicators of the likelihood that the applicant can successfully complete the program. In addition, evidence of a commitment to the social work profession and to the mission of the Bridgewater State College MSW program, and of the likely contribution the applicant might make to the citizens of Southeastern Massachusetts will be assessed. Social work requires the ability to withstand difficult emotional challenges, to work with people whose cultural backgrounds and/or personal values differ from one's own, and to practice in a demanding and changing political and fiscal environment. Special attributes such as linguistic ability compatible with those in the region, a demonstrated commitment working with underserved populations, and particular skills such as those in research and policy implementation will be considered.

Advanced Standing: Student seeking to enter the program in the second year with full advanced standing must meet all of the requirements listed above. In addition they must have earned a BSW or BA/BS in social work degree from a CSWE-accredited program within the last six years, with a minimum GPA of 3.0. Students who completed their BSW degrees more than six years ago will be evaluated individually to determine their preparedness for year II. Applicants who wish to transfer into the MSW program after completing year I elsewhere will also be considered for advanced standing. Students entering with full advanced standing will begin their course work in the summer.

SOCIOLOGY

FACULTY

Chairperson: Associate Professor Patricia Fanning

Professors: Walter Carroll, William Levin,
Kim Mac Innis

Associate

Professor: Henry Vandenburg

Assistant

Professors: Jodi Cohen, Fang Deng,
Michele Wakin, Jonathan White

Department Telephone Number: 508.531.1355

Location: Hart Hall, Room 310

Web site: www.bridgew.edu/Sociology

DEGREE PROGRAM

- BA in Sociology
Concentrations: City, Community and Region,
Education, Global Studies, Third World Studies

UNDERGRADUATE MINORS

- Sociology

The Department of Sociology offers a major program in sociology, and a minor in sociology. Sociology majors may concentrate in City, Community and Region, Education, Global Studies or Third World Studies. Students may also combine a major in sociology with an education major.

The department provides a strong liberal arts curriculum aimed at developing well-rounded, informed citizens with strong critical thinking abilities. Department programs also impart skills to students, preparing them for a wide range of professions. Career options include positions in the criminal justice system, education, research, industry, and state and federal agencies. The department encourages students to continue on to graduate study.

Many department faculty members engage in research and the department encourages student-faculty collaborative research. Students may also carry out internships.

UNDERGRADUATE PROGRAMS

SOCIOLOGY

The Bachelor of Arts in Sociology is the scientific

study of human social relationships. It allows individuals to understand the connections between their own experiences and the society in which they live. In carrying on social life human beings interact with each other and construct patterns of relationships, groups, classes, institutions, and societies. Individuals shape those patterns and those patterns, in turn, shape individuals and their lives. In fact, the central insight of sociology is that social relationships and social interactions shape human behavior, attitudes, and resources.

Sociology courses provide students with an understanding of how these social relationships arise, why they persist, what effects they have, and how they maintain social order or contribute to social change. Students learn the theories and research methods used in sociology. Students have opportunities to engage in collaborative research with faculty members or to participate in internships. These opportunities enable students to deepen and apply what they have learned in classes and enhances their opportunities in the labor market or in graduate school.

Note: The Bachelor of Science in Sociology is inactive.

SOCIOLOGY MAJOR

Required Courses (15 credits)

- SOCI 102 Introduction to Sociology
- SOCI 290 Seminar: Social Theory
- SOCI 370 Sociological Analysis
- SOCI 390 Seminar: Research Methods in Sociology
- SOCI 391 Seminar: Social Data Analysis

Plus any one of the following: (3 credits)

- SOCI 207 Social Inequality
- SOCI 312 Discrimination and Prejudice
- SOCI 315 Race and Ethnicity in America
- SOCI 326 Social Gerontology – Sociology of Aging
- SOCI 330 Women's Roles: Sociology of Sex and Gender

Plus any one of the following: (3 credits)

- SOCI 206 Cities and People: Urban Sociology
- SOCI 307 Medical Sociology
- SOCI 332 Sociology of Organizations
- SOCI 340 Sociology of Politics
- SOCI 350 Sociology of Work

Plus any one of the following: (3 credits)

- SOCI 104 Global Human Issues
- SOCI 214 Middle Eastern Societies

SOCI 217 East Asian Societies: China and Japan
 SOCI 218 Chinese Society and Culture
 SOCI 220 Third World Societies

ECON 350 Urban Economic Problems and Policies
 GEOG 353 Urban Geography
 GEOG 462 Principles of Urban Planning
 HIST 463 History of the American City
 HIST 464 New England Textile Communities: Social and Economic History
 POLI 376 Urban Politics

Plus three additional sociology courses, including those from the above lists, three of which must be at the 200 level or above. (9 credits)

Capstone Requirement: (3 credits)

Students must complete a research project (SOCI 497) or a 3-credit internship (SOCI 498).

Capstone Requirement: (3 credits)

Students must complete a research project (SOCI 497) or a 3-credit internship (SOCI 498)

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

EDUCATION CONCENTRATION

Required Courses: (21 credits)

SOCI 102 Introduction to Sociology
 SOCI 290 Seminar: Social Theory
 SOCI 305 Sociology of Education
 SOCI 332 Sociology of Organizations
 SOCI 370 Sociological Analysis
 SOCI 390 Seminar: Research Methods in Sociology
 SOCI 391 Seminar: Social Data Analysis

CITY, COMMUNITY, AND REGION CONCENTRATION

Required Courses: (21 credits)

SOCI 102 Introduction to Sociology
 SOCI 206 Cities and People: Urban Sociology
 SOCI 290 Seminar: Social Theory
 SOCI 370 Sociological Analysis
 SOCI 390 Seminar: Research Methods in Sociology
 SOCI 391 Seminar: Social Data Analysis
 SOCI 410 Sociology of Urban Planning and Policy

One course from among the following: (3 credits)

SOCI 203 The Family
 SOCI 322 Sociology of Childhood
 SOCI 323 Sociology of Adolescence

One course from among the following: (3 credits)

SOCI 313 Family Violence
 SOCI 327 Deviance and Social Control
 SOCI 355 Juvenile Delinquency

One course from among the following: (3 credits)

SOCI 204 Gender, Sexuality, and Society
 SOCI 207 Social Inequality
 SOCI 312 Discrimination and Prejudice
 SOCI 315 Race and Ethnicity America
 SOCI 330 Woman's Roles: Sociology of Sex and Gender

Plus one additional sociology course, including those from the above lists, one of which must be at the 200 level or above. (3 credits)

Capstone Requirement: (3 credits)

Students must complete a research project (SOCI 497) or a 3-credit internship (SOCI 498).

Plus one additional sociology course, including those from the above lists, which must be at the 200 level or above. (3 credits)

Cognates: One course from the following list: (3 credits)

ANTH 306 Urban Anthropology

GLOBAL STUDIES CONCENTRATION

Required Courses: (21 credits)

- SOCI 102 Introduction to Sociology
- SOCI 104 Global Human Issues
- SOCI 290 Seminar: Social Theory
- SOCI 342 Comparative Sociology
- SOCI 370 Sociological Analysis
- SOCI 390 Seminar: Research Methods in Sociology
- SOCI 391 Seminar: Social Data Analysis

Plus, any two courses from the following: (6 credits)

- SOCI 214 Middle Eastern Societies
- SOCI 217 East Asian Societies: China and Japan
- SOCI 218 Chinese Society and Culture
- SOCI 219 Population and Society
- SOCI 220 Third World Societies
- SOCI 353 Cities in a Global Context

Plus two additional sociology courses, including those from the above lists, two of which must be at the 200 level or above. (6 credits)

Cognates: One course from the following list: (3 credits)

- ANTH 208 Anthropology of Women
- COMM 365 Introduction to Intercultural Communication
- GEOG 171 Geography of the Global South
- GEOG 381 Geography of Latin America
- GEOG 388 Geography of Africa
- MUSC 162 Music in African Culture
- PHIL 212 Philosophies of India
- POLI 382 Latin American Government and Politics
- POLI 387 Government and Politics of Africa
- POLI 488 Politics and Development in the Third World
- THEA 222 Asian Theatre

Capstone Requirement: (3 credits)

Students must complete a research project (SOCI 497) or a 3-credit internship (SOCI 498).

THIRD WORLD STUDIES CONCENTRATION

Students selecting this concentration will study selected third world societies, their institutions, social structure, development and changing place in the world.

Requirements:

- SOCI 102 Introduction to Sociology
- SOCI 104 Global Human Issues
- SOCI 220 Third World Societies

- SOCI 290 Seminar: Social Theory
- SOCI 390 Seminar: Research Methods in Sociology
- SOCI 391 Seminar: Social Data Analysis

One course from the following:

- SOCI 219 Population and Society
- SOCI 336 Social Change
- SOCI 340 Sociology of Politics

Three courses from among the following:

(at least one must have a SOCI prefix)

- ANTH 206 Native Cultures of North America
- ANTH 209 Peoples and Cultures of Africa
- ANTH 213 Latin American Peoples and Cultures
- SOCI 214 Middle Eastern Societies
- SOCI 217 East Asian Societies: China and Japan

Required cognate:

- ANTH 100 Introduction to Cultural Anthropology

Plus two courses from a list of appropriate courses from various departments. The list is available from the department.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major in sociology and elementary education, early childhood education or special education for licensure purposes. Appropriate advising materials with suggested course sequences are available.

SOCIOLOGY MINOR

Students must take 18 credits including:
SOCI 102 Introduction to Sociology

Plus any one of the following:

- SOCI 207 Social Inequality
- SOCI 312 Discrimination and Prejudice
- SOCI 315 Race and Ethnicity in America
- SOCI 326 Social Gerontology – Sociology of Aging
- SOCI 330 Women's Roles: Sociology of Sex and Gender

Plus any of the following:

- SOCI 203 The Family
- SOCI 206 Cities and People: Urban Sociology
- SOCI 332 Sociology of Organizations
- SOCI 340 Sociology of Politics
- SOCI 350 Sociology of Work

Plus three additional sociology courses, which may be taken from the above lists, two of which must be at the 200 level or above.

HONORS PROGRAM

The honors program in sociology provides highly motivated sociology majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree. Contact the Department of Sociology for further information concerning eligibility and application.

OVERSEAS STUDY OPPORTUNITIES

The Department of Sociology urges its majors and minors to study abroad, both via Bridgewater State College sponsored study tours and as exchange students at universities. The Office of International and Exchange Programs can assist students. Any student contemplating study abroad should consult the department with all pertinent documentation. Final acceptance of credit will be determined upon receipt of official transcripts and supporting material and, in some cases, may not be equivalent to the credits earned in a regular semester or year at Bridgewater State College.

THEATER AND DANCE

FACULTY

*Chairperson and
Graduate Program*

Coordinator: Associate Professor Henry Shaffer

Professors: Arthur Dirks, Stephen Levine,
Nancy Moses, Suzanne Ramczyk

Associate

Professor: James Quinn

Assistant

Professor: Jody Weber

Department Telephone Number: 508.531.2193

Location: Rondileau Campus Center, Room 024C

Web site: www.bridgew.edu/theater

DEGREE PROGRAM

- BA in Communication Arts and Sciences
Concentrations: Dance Education, Theater Arts,
Theater Education

UNDERGRADUATE MINORS

- Dance*
- Theater Arts

*Interdisciplinary minor

UNDERGRADUATE PROGRAM

The Department of Theater and Dance is committed to educating students in two significant art forms. Upon completing a program in theater or dance, students are prepared to engage in theater and dance throughout their lives, to pursue advanced study in the art forms or to begin a career in theater or dance.

The Theater Program emphasizes a comprehensive theater program within the liberal arts context. Students pursue a systematic course of study in performance, production, management, history, literature and criticism which are enhanced by opportunities to participate in either performance or production in the department's theater season.

The Theater Education Program combines the content of the theater program with additional learning to

support Standard I requirements for licensure to teach theater in public schools in Massachusetts.

The Dance Program offers a wide variety of dance technique training and a solid theoretical foundation for performance and choreography. In addition, the program offers an emphasis on dance pedagogy in either the private or public sector. The program fulfills Standard I requirements for licensure for dance in the public schools in Massachusetts.

BACHELOR OF ARTS

Students majoring in this department may choose one of three concentrations: dance education, theater arts or theater education.

Also see the catalog section "Interdisciplinary and Pre-professional Programs" and consult the department for information on the interdisciplinary dance minor.

THEATER ARTS CONCENTRATION

Students selecting this concentration follow a program designed to develop skills in and appreciation of those subjects related to performance and production in live theater. The minimum requirements include:

THEA 156 Voice and Movement for Acting
THEA 220 Play Analysis for Production
THEA 242 Acting I
THEA 265 Stage Costuming
THEA 272 Scenography I
THEA 280 Theater Management
THEA 421 Theater History I
THEA 422 Theater History II
THEA 431 Directing I
THEA 495 Seminar in Contemporary theater

One three-credit elective course in Theater (any THEA course)

Four credits in*:

THEA 140 Theater Performance Practicum
THEA 170 Technical Theater Practicum
THEA 172 Theater Costume Practicum
THEA 185 Theater Management Practicum
One credit each must be in THEA 170, THEA 172 and THEA 185

Required Cognate Course

Choose one of the following:
ENGL 214 The Classical Tradition
ENGL 241 Shakespeare

ENGL 342 Shakespeare: Histories and Comedies
ENGL 343 Shakespeare: Tragedies and Late Plays
ENGL 353 Modern European Drama
ENGL 356 Modern American Drama

**Note: From the one-credit cocurricular activities, COMM 110, THEA 140, THEA 155, and THEA 185, and from any and all co-curricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one-credit cocurricular and physical education activity courses that are required for officially enrolled and graduating students in an approved major, concentration or minor may be counted towards graduation.*

DANCE EDUCATION AND THEATER EDUCATION CONCENTRATIONS

These concentrations are liberal arts programs within the major of communication arts and sciences dealing with the subject areas of dance and theater arts. They are designed to meet the subject matter knowledge requirements for Massachusetts licensure in the fields of dance and theater.

Those students in the program who choose to seek initial Massachusetts licensure at either the undergraduate or post baccalaureate levels must also complete an additional 24 credits in education and gain admittance to the professional education program. Upon successful completion, the student will be licensed to teach theater or dance in Massachusetts public schools grades PreK-12.

DANCE EDUCATION CONCENTRATION

Students must audition for admittance to the dance education concentration, and must meet subject matter knowledge on the Massachusetts Tests for Educator Licensure (MTEL™)

Required:

THEA 251 Dance History
THEA 255 Creative Dance I
THEA 256 Creative Dance II
THEA 260 World Dance
THEA 353 Creative Dance for Children
THEA 357 Dance Production Theory
THEA 358 Dance Production Techniques
THEA 452 Ballet Pedagogy
THEA 453 Dance Methodology
PHED 281 Theory and Practice of Educational Dance

Three credits of the following:

THEA 399 Topical Studies
THEA 497 Advanced Individual Projects
THEA 498 Internship in Theater
THEA 499 Directed Study in Theater

One of the following:

THEA 265 Stage Costuming
THEA 272 Sceneography I
THEA 280 Theater Management

Two credits in:

THEA 155 Dance Practicum

One credit in one of the following:

THEA 170 Technical Theater Practicum
THEA 172 Theater Costume Practicum
THEA 185 Theater Management Practicum

Required cognates:

PHED 161 Folk Dance
PHED 164 Square Dance
PHED 168 Ballroom Dance
PHED 237 Theory and Practice of Jazz Dance, Fall
PHED 242 Theory and Practice of Ballet, Fall
PHED 245 Theory and Practice of Ballet, Spring
PHED 247 Theory and Practice of Jazz Dance, Spring
PHED 248 Theory and Practice of Modern Dance, Fall
PHED 249 Theory and Practice of Modern Dance, Spring
PHED 271 Theory and Practice of Tap Dance

Education Requirements

Students seeking licensure as Teacher of Dance must declare a minor in secondary education (high school, middle school, preK-12 specialist) and complete the following courses in the minor:

* EDHM 210 Introduction to Teaching
EDHM 235 Learning and Motivation
EDHM 335 Assessment and Planning
EDHM 445 Content Area Reading, Writing and Study Skills
An appropriate strategies for teaching course;
EDHM 490 Teaching Practicum

**To be completed prior to admission to professional education and enrollment in any other education courses.*

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

THEATER EDUCATION CONCENTRATION

Required:

THEA 156 Voice and Movement for Acting
THEA 220 Play Analysis for Production
THEA 226 Children's Theater
THEA 230 Creative Dramatics
THEA 242 Acting I
THEA 272 Scenography I
THEA 280 Theater Management
THEA 421 Theater History I
THEA 422 Theater History II
THEA 430 Playwriting
THEA 431 Directing I
ENGL 253 Non-Western Literature
ENGL 356 Modern American Drama

One credit each in:

THEA 170 Technical Theater Practicum
THEA 172 Theater Costume Practicum
THEA 185 Theater Management Practicum

One from the following:

ENGL 241 Shakespeare
ENGL 335 Elizabethan and Jacobean Drama
ENGL 342 Shakespeare: Histories and Comedies
ENGL 343 Shakespeare: Tragedies and Late Plays

Education Requirements

Students seeking licensure as Teacher of Theater must declare a minor in secondary education (high school, middle school, preK-12 specialist) and complete the following courses in the minor:

* EDHM 210 Introduction to Teaching
EDHM 235 Learning and Motivation
EDHM 335 Assessment and Planning
EDHM 445 Content Area Reading, Writing and Study Skills
An appropriate strategies for teaching course;
EDHM 490 Teaching Practicum

** To be completed prior to admission to professional education and enrollment in any other education courses.*

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

THEATER ARTS MINOR

THEA 115 Play Production
THEA 211 Voice Production for Theater
THEA 220 Play Analysis for Production
Three elective THEA courses (any THEA course)
Practica (2 credits in THEA 140, THEA 170, and/or THEA 185)*

**Note: From the one-credit cocurricular activities, COMM 110, THEA 140, THEA 155, and THEA 185, and from any and all co-curricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one-credit cocurricular and physical education activity courses that are required for officially enrolled and graduating students in an approved major, concentration or minor may be counted towards graduation.*

INTERDISCIPLINARY MINOR IN DANCE

The dance minor is an interdisciplinary program in the theater arts and dance and the physical education program. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Required courses:

THEA/PHED 155 Dance Practicum (two semesters)
THEA/PHED 251 Dance History
THEA/PHED 255 Creative Dance I
THEA/PHED 256 Creative Dance II
THEA/PHED 357 Dance Production Theory
THEA/PHED 358 Dance Production Techniques
PHED 154 Ballet

Required courses:

Choose one:

PHED 161 Folk Dance
PHED 164 Square Dance
PHED 168 Ballroom Dance
PHED 268 Ballroom Dance II – Theory, Practice and Performance

Choose 6 credits from the following:

- PHED 237 Theory and Practice of Jazz Dance, Fall
- PHED 242 Theory and Practice of Ballet, Fall
- PHED 245 Theory and Practice of Ballet, Spring
- PHED 247 Theory and Practice of Jazz Dance, Spring
- PHED 248 Theory and Practice of Modern Dance, Fall
- PHED 249 Theory and Practice of Modern Dance, Spring
- THEA/PHED 259 Dance Repertory
- PHED 271 Theory and Practice of Tap Dance

DOUBLE MAJOR WITH ELEMENTARY EDUCATION, EARLY CHILDHOOD EDUCATION OR SPECIAL EDUCATION

Students may choose a double major, one in communication arts and sciences with a concentration in theater arts, dance or theater education and another in elementary education, early childhood education or special education for licensure purposes.

HONORS PROGRAM

The honors program in theater arts provides highly motivated communication studies and theater arts majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in Theater and Dance for further information concerning eligibility and application.

ACTIVITIES AND PRODUCTIONS

The program of theater and dance presents six main-stage productions annually in the 1400-seat Rondileau Campus Center Auditorium. The productions usually include a play, a musical, an experimental work, a production for young audiences and two dance concerts. Any interested student is invited to participate.

Several student clubs are actively engaged in co-curricular activities supportive of the academic programs in the department.

The Ensemble Theater sponsors and produces student-directed studio productions, workshops, and social and educational activities. It is open to all students interested in Theater.

The BSC Dance Company is open to all. It brings

a professional dance company to campus for a brief residence program and concert each year. It also sponsors master classes and social and educational activities dealing with dance.

Students may also receive academic credit in the department for active participation in choral, speaking, dance or theater—see course descriptions for more information on the following courses:

- THEA 140 Theater Performance Practicum
 - THEA/PHED 155 Dance Practicum
 - THEA 170 Technical Theater Practicum
 - THEA 172 Theater Costume Practicum
 - THEA 185 Theater Management Practicum
- Note: A maximum of six credits in the above courses may be applied toward graduation.

GRADUATE PROGRAMS

Graduate Program Coordinator: Associate Professor Henry Shaffer

MASTER OF ARTS IN TEACHING (SPEECH COMMUNICATION AND THEATER)

This program is inactive.

Dr. Catherine Morgan
Dean, School of Business

Mr. Frank Sargent
Assistant Dean, School of Business

ACADEMIC DEPARTMENTS

Accounting and Finance

Dr. Patricia Bancroft, Chairperson

Aviation Science

Assistant Professor Richard Abers, Chairperson

Economics

Dr. Margaret Brooks, Chairperson

Management

Professor Sylvia Keyes, Chairperson

Location: Harrington Hall, Room 104

Web site: www.bridgew.edu/business

SCHOOL OF BUSINESS

The School of Business emphasizes academic rigor and learning that bridges theory and practice. Because of our outstanding faculty and programs, our students graduate with a firm foundation for professional success.

The programs in the School of Business are accredited by the International Assembly for Collegiate Business Education (IACBE). A specialized accrediting body, IACBE's mission is to promote and support quality business education worldwide through accreditation and outcomes assessment.

The structured major in accounting and finance offers curricula that prepare students for the rigorous examinations needed for professional certification as a Certified Public Accountant (CPA), Certified Management Accountant (CMA), Chartered Financial Analyst (CFA), or Certified Financial Planner (CFP). Bridgewater State College students frequently win statewide competitions and are often cited by the Massachusetts Society of CPAs for their excellent work.

The FAA approved aviation science major is unique among public four-year institutions on the eastern seaboard of the United States and attracts numerous students from outside Massachusetts. The flight training concentration takes a student through commercial licensing and flight instructor certification. The aviation management concentration includes private pilot licensing and prepares students for careers with airlines, airports, aircraft companies, government agencies and other aviation support services.

The bachelor of science program in economics prepares students to understand and apply the fundamentals of economic theory and analysis in today's global market economy. The curriculum guides economics majors in developing creative, analytical, and critical thinking skills and sound problem-solving techniques, qualities that are highly valued in any professional field. Students in the program have the opportunity to participate in internships and pursue careers with banks, corporations, government organizations, real estate firms and stock brokerages.

The Department of Management offers undergraduate programs that prepare students for successful careers in business and management.

The undergraduate management major includes concentrations in general management (human resources or operations), energy and environmental resources management, global management, information systems management, marketing, and transportation. Experiential courses and internships give students the opportunity to work on projects with local companies and businesses.

The School of Business supports Bridgewater State College in its dual mission to educate the residents of Southeastern Massachusetts and the Commonwealth and to be a resource for the region and state. We meet our professional responsibilities to our students and to the region by bringing members of the community into our classrooms, extending classroom learning into community settings, and actively engaging in scholarly and professional development.

The School of Business is located in a fully renovated, state-of-the-art building, Harrington Hall. Students benefit from classrooms with modern technology and access to technology labs.

Qualified students may register for undergraduate and graduate certificates in such fields as marketing management, information systems, accounting and finance, including a CPA Exam Preparation Certificate, as alternatives to degree programs. The school also offers minors in each department and collaborates with other departments in offering interdisciplinary minors in actuarial science, Canadian studies, public relations and health resources management.

Students with interests in research have the opportunity to work on faculty projects that are advancing the state of knowledge in their disciplines. The themes of leadership, technology and internationalization serve as integrating threads that tie together all of Bridgewater State College's academic disciplines.

In addition to undergraduate programs, the School of Business offers a Masters of Science in Management, with concentrations in accounting, marketing, organizational development, and technology management. Qualified undergraduates may be accepted to enroll in the School's five-year Bachelor of Science in Management/Master of Science in Management.

BRIDGEWATER STATE COLLEGE/CLARKSON UNIVERSITY 4+1 BACHELOR'S/MASTER'S PROGRAM

Bridgewater State College and Clarkson University (Potsdam, NY) have entered into an agreement whereby qualified students who earn a Bachelor of Science or Bachelor of Arts degree from Bridgewater State College can earn a Master of Business Administration (MBA) or Master of Science in Management Systems (MS) degree from Clarkson with one additional year of study.

Students interested in this program, should contact the office of the dean of the School of Business.

DEPARTMENTAL COURSE DESCRIPTIONS

See the "Course Descriptions" section of this catalog for departmental course descriptions.

ACCOUNTING AND FINANCE

FACULTY

Chairperson: Associate Professor Patricia Bancroft

Graduate Program

Coordinator: Professor Carleton Donchess

Professors: Saul Auslander, Kathleen Seigny,
Harold Silverman

Associate

Professor: Shannon Donovan

Department Telephone Number: 508.531.1395

Location: Harrington Hall, Room 103F

Web site: www.bridgew.edu/AF

DEGREE PROGRAMS

- BS in Accounting and Finance
Concentrations: Accounting, Finance
- Master of Science in Management (MS)
Concentrations: Accounting, Marketing,
Organization Development, Technology
Management

UNDERGRADUATE MINORS

- Accounting and Finance
- Actuarial Science*

*Interdisciplinary minor

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN ACCOUNTING AND FINANCE

ACCOUNTING CONCENTRATION

The accounting concentration prepares students for a variety of positions leading to management level careers in corporate and public accounting, auditing and taxation. This concentration also assists in preparing students for the Certified Public Accountant (CPA) exam or the Certified Management Accounting (CMA) exam.

Note: The Massachusetts Board of Accountancy is changing the educational requirements to sit for the Uniform CPA examination in Massachusetts. Accordingly, this may result in changes within our accounting curriculum.

FINANCE CONCENTRATION

The finance concentration prepares students for positions in banking, investments, financial planning, cash management and international finance in both public and private institutions. This concentration also assists in preparing students for professional certifications such as the Certified Financial Planner (CFP) or Chartered Financial Analyst (CFA).

Grade Policy for Accounting and Finance Concentrations

No more than two grades lower than C- in a required Accounting and Finance course (ACFI prefix) will be applied toward fulfillment of the requirements for the accounting and finance major. This policy applies to students accepted for matriculation as freshmen or as transfer students enrolled for the fall 2002 semester or thereafter. Students who receive more than two D's or F's in courses may continue as accounting and finance majors but must retake a sufficient number of the required courses in which the D's or F's were earned and earn a grade of C- or higher, so that no more than a total of two "ACFI" prefix required courses, with grades below C- will be counted towards fulfillment of the requirements in the accounting and finance major.

ACCOUNTING CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 340 Intermediate Accounting I
ACFI 341 Intermediate Accounting II
ACFI 385 Managerial Finance
ACFI 406 Business Law II
ACFI 430 Cost Accounting I
ACFI 466 Federal Income Taxation I
ACFI 470 Accounting Information Systems
ACFI 492 Intermediate Accounting III
COMP 105 Computers and Their Applications: An Introduction
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MATH 318 Quantitative Methods for Management
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 490 Strategic Management

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

FINANCE CONCENTRATION

ACFI 240 Principles of Accounting I
 ACFI 241 Principles of Accounting II
 ACFI 305 Business Law I
 ACFI 350 Managerial Accounting
 ACFI 385 Managerial Finance
 ACFI 406 Business Law II
 ACFI 455 International Finance
 ACFI 465 Options and Futures Market
 ACFI 476 Insurance and Risk Management
 ACFI 485 Capital Budgeting
 ACFI 486 Real Estate Investment and Finance
 ACFI 490 Investments
 COMP 105 Computers and Their Applications: An Introduction
 ECON 101 Principles of Microeconomics
 ECON 102 Principles of Macroeconomics
 ECON 315 Money and Banking
 MATH 110 Elementary Statistics I
 MATH 141-142 Elements of Calculus I-II
 MATH 318 Quantitative Methods for Management
 MGMT 130 Principles of Management
 MGMT 140 Human Resources Management
 MGMT 200 Marketing Principles
 MGMT 360 Business Data Processing
 MGMT 490 Strategic Management

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

ACCOUNTING AND FINANCE MINOR

Students from arts and sciences, education, management, or aviation programs may elect this minor to broaden their background and expand their potential in job related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the financial world.

Required Courses:

- I. Both of the following courses:
 - ACFI 240 Principles of Accounting I
 - ACFI 241 Principles of Accounting II
- II. Any two courses from among the following: (At least one must be an ACFI course)
 - ACFI 150 Personal Finance
 - ACFI 305 Business Law I
 - ACFI 340 Intermediate Accounting I
 - ACFI 341 Intermediate Accounting II
 - ACFI 350 Managerial Accounting
 - ACFI 385 Managerial Finance
 - ACFI 498 Internship in Accounting
 - COMP 101 Computer Science I
 - COMP 105 Computers and Their Applications: An Introduction
 - ECON 101 Principles of Microeconomics
 - ECON 102 Principles of Macroeconomics
 - MATH 141 Elements of Calculus I
 - MATH 151 Calculus I
 - MGMT 130 Principles of Management
 - MGMT 498 Internship in Management

NOTE: No more than 3 credits in internship may be applied to the minor.

- III. Any two courses from among the following:
 - ACFI 340 Intermediate Accounting I
 - ACFI 341 Intermediate Accounting II
 - ACFI 406 Business Law II
 - ACFI 430 Cost Accounting I
 - ACFI 445 Auditing
 - ACFI 455 International Finance
 - ACFI 460 Advanced Accounting I
 - ACFI 465 Options and Futures Markets
 - ACFI 466 Federal Income Taxation I
 - ACFI 470 Accounting Information Systems
 - ACFI 476 Insurance and Risk Management
 - ACFI 485 Capital Budgeting
 - ACFI 486 Real Estate Investment and Finance
 - ACFI 490 Investments
 - ACFI 492 Intermediate Accounting III

NOTE: If ACFI 340 or ACFI 341 are used to satisfy Requirement II, they cannot be used to satisfy Requirement III.

NOTE: Students who double minor in both Accounting and Finance and in Actuarial Science may not apply ACFI 476 or ACFI 490 toward the Minor in Accounting and Finance.

ACTUARIAL SCIENCE MINOR

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing a career as an actuarial or in a related area.

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 385 Managerial Finance
MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Calculus III

Choose one course from the following:
ACFI 476 Insurance and Risk Management
ACFI 490 Investments
MATH 403 Probability Theory

Note: Accounting and finance majors may *not* choose ACFI 476 or ACFI 490 to satisfy the minor requirements. Mathematics majors may *not* choose MATH 403 to satisfy the minor requirements

TRANSFER OF CREDIT AFTER ADMISSION

In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained in advance.

Application forms are available in the Registrar's Office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. Transcripts of these approved courses must be submitted to the Registrar's Office within six weeks after the completion of the course. Approval must be obtained prior to registering for class. It is the student's responsibility to have official transcripts sent directly by the institution to the registrar's office.

DEPARTMENTAL HONORS PROGRAM IN ACCOUNTING AND FINANCE

The Department of Accounting and Finance offers a departmental honors program in accounting and finance. This program provides an opportunity for well-qualified accounting and finance majors to conduct independent research and scholarly study in accounting and finance. Contact the Department of Accounting and Finance for further information concerning eligibility and application.

INTERNSHIP IN ACCOUNTING AND FINANCE

Students interested in earning internship credit should contact the Department of Accounting and Finance.

GRADUATE PROGRAM

Graduate Program Coordinator: Professor Carleton Donchess

MASTER OF SCIENCE IN MANAGEMENT

Successful managers in the 21st century must have specialized knowledge and skills to meet a variety of changing and growing demands in the ever-expanding global marketplace. The Master of Science in Management (MS) program prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. The program emphasizes the role of information technology in the modern firm and the organizational changes occurring as a result. In addition, students gain focused instruction in a specific area of interest through one of four, three-course concentrations:

- Accounting
- Marketing
- Organizational Development
- Technology Management

Admission Requirements

- (1) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- (2) An appropriate score on the GMAT. For more information contact the Graduate and Continuing Education Office.
- (3) Two appropriate letters of recommendation.

MASTER OF SCIENCE IN MANAGEMENT For students who hold a bachelor's degree

The MS requires 30 credit hours (10 courses) of graduate course work, including a core of five courses, a concentration area of three courses, one elective course and a capstone course. The MS program also requires three foundation courses, MGMT 500 Computational Statistics, ACFI 505 Accounting and Finance for Managers, and MGMT 506 Marketing and Contract Management. The foundation courses must be taken prior to taking the core or concentration courses. The foundation course requirements can be satisfied by completion of approved equivalent undergraduate courses: a statistics course for MGMT 500, courses in accounting

and finance for ACFI 505, and courses in marketing and law for MGMT 506. Working knowledge of computers is required for admittance. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508.531.1395 or e-mail afdept@bridgew.edu for information.

Admission Requirements

- (1) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- (2) An appropriate score on the GMAT. For more information contact the Graduate and Continuing Education Office.
- (3) Three appropriate letters of recommendation.

Five-year Bachelor of Science/Master of Science in Management

Undergraduate students who have completed at least 30 credit hours of course work at Bridgewater State College, have completed the undergraduate prerequisites, have taken the GMAT examination, and can complete all requirements for their BS or BA degree in 30 additional credits may apply for the five-year BS/MS program. Those admitted take a mix of undergraduate and graduate courses during their fourth and fifth year, and graduate with both degrees. Admission to this program is selective and limited.

The Master of Science in Management Curriculum Accounting Concentration

Candidates for the MS with an accounting concentration must successfully complete the following course requirements:

Core

MGMT 501 Systems Research and Problem Solving
MGMT 526 Project Management
MGMT 576 Organizational Change and Leadership
MGMT 581 Information Resources Management
MGMT 582 Business System Design and Integration

Concentration Area Requirements*

ACFI 545 Auditing

ACFI 560 Advanced Accounting

Select one course from the following:

ACFI 567 Advanced Taxation

ACFI 593 Financial Statement Analysis and Disclosure

Elective: Any approved MS course

Capstone: ACFI 595 Accounting Seminar

*For concentration and capstone requirements in marketing, organization development and technology management, see the "Department of Management" section of this catalog.

Internship in Accounting and Finance

Students interested in earning internship credit should contact the Department of Accounting and Finance

For applications and additional information contact the graduate admissions office and specify your interest in the MS program:

Graduate Admissions Office

Maxwell Library

Bridgewater State College

Bridgewater, MA 02325

508.531.2413

AVIATION SCIENCE

FACULTY

Chairperson: Assistant Professor Richard Abers

Associate

Professor: Michael Farley

Assistant

Professors: Veronica Coté, Michael Sloan

Department Telephone Number: 508.531.1779

Location: Harrington Hall, Room 111B

Web site: www.bridgew.edu/Aviation

DEGREE PROGRAM:

- BS in Aviation Science
- Concentrations: Aviation Management, Flight Training

UNDERGRADUATE MINOR

- Aviation Science

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN AVIATION SCIENCE

The Department of Aviation Science offers a BS degree in Aviation Science with concentrations in flight training and aviation management. Graduates are prepared for entry into the aviation industry in productive, professional employment, or alternatively, for graduate study.

Federal Aviation Administration Certification of Bridgewater State College, as a Federal Aviation Regulation (FAR) Part 141 ground school, allows students to complete all required ground school courses at the college as part of the aviation science curriculum. Bridgewater State College is also designated by the Federal Aviation Administration as an Aviation Education Resource Center.

The Bridgewater State College aviation science program incorporates single engine and multi-engine flight simulator training into its flight training courses. For complete information on these programs, consult with the chairperson of the Department of Aviation Science.

FLIGHT TRAINING CONCENTRATION*

The flight training concentration combines academic studies and flight training, in order to prepare graduates for a wide variety of positions within the air transportation industry, including general, airline and military aviation¹. The flight program allows the student to obtain private pilot, commercial pilot, instrument pilot and flight instructor certificates.

The curriculum provides the flight training necessary to operate in the high-density environment of modern airspace. The program emphasizes critical thinking and analytical skills, as well as oral and written communication skills. Effective resource management, human factors, and safety awareness are constantly emphasized throughout the curriculum. Complementing the intensive flight training is expert classroom instruction and use of flight simulators. A career in the flight training concentration leads to the development, administration, and enforcement of safety regulations, including airworthiness and operational standards in civil aviation. This program prepares the graduate for a career path that starts as a certified flight instructor, and leads to positions with airlines and corporate flight departments.

¹Reserve Officer Training Corps (ROTC) scholarship opportunities are available. The ROTC program is designed to give students the opportunity to become a military officer while completing a bachelor's degree program. See the department chairperson for details.

AVSC 100 Private Pilot Flight
 AVSC 105 Private Pilot Ground School
 AVSC 200 Instrument Flight
 AVSC 211 Commercial Pilot Ground School
 AVSC 212 Instrument Pilot Ground School
 AVSC 300 Commercial Flight
 AVSC 303 Flight Instructor Ground School
 AVSC 310 Aviation Safety
 AVSC 320 Aviation Regulatory Process
 AVSC 400 Instructional Flight
 COMP 105 Computers and Their Applications: An Introduction
 ECON 102 Principles of Macroeconomics
 GEOG 221 Meteorology
 MATH 110 Elementary Statistics I
 MATH 141 Elements of Calculus I
 MGMT 130 Principles of Management
 MGMT 140 Human Resources Management
 PHYS 181 Elements of Physics I
 PHYS 183 Aviation Physics

*Please note that flight courses involve flight fees.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

AVIATION MANAGEMENT CONCENTRATION*

The aviation management concentration is designed to prepare graduates for managerial and supervisory positions throughout the air transportation industry. Primary flight training is included, along with broad exposure to aviation specific business and management courses. This program of study is interdisciplinary in nature and prepares the aviation career-oriented student for virtually any management career in aviation or aviation-related industries. Some of these positions include airport manager, air carrier manager, and general aviation operations manager.

ACFI 240-241 Principles of Accounting I-II
 AVSC 100 Private Pilot Flight
 AVSC 105 Private Pilot Ground School
 AVSC 305 Introduction to General Aviation Management
 AVSC 307 Air Carrier Operations
 AVSC 310 Aviation Safety
 AVSC 402 Insurance and Risk Management in Aviation
 AVSC 407 Aviation Marketing Management
 AVSC 471 Aviation Management
 COMP 105 Computers and Their Applications: An Introduction
 ECON 102 Principles of Macroeconomics
 ENGL 201 Technical Writing I
 GEOG 221 Meteorology
 MATH 110 Elementary Statistics I
 MATH 141 Elements of Calculus I
 MGMT 130 Principles of Management
 MGMT 140 Human Resources Management
 MGMT 360 Business Data Processing
 PHYS 181 Elements of Physics I
 PHYS 183 Aviation Physics

*Please note that flight courses involve flight fees.

One environmental science course:

EASC 194 Environmental Geology
 or

GEOG 130 Environmental Geography

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

AIRPORT MANAGEMENT CONCENTRATION

This program is inactive.

AVIATION SCIENCE MINOR*

The aviation science minor is divided into two options: a flight option and an aviation management option.

Flight Option:

AVSC 100 Private Pilot Flight
 AVSC 105 Private Pilot Ground School
 MGMT 130 Principles of Management
 Plus 6 credits in electives selected from the list below.

Aviation Management Option:

AVSC 305 Introduction to General Aviation Management
 MGMT 130 Principles of Management
 MGMT 140 Human Resources Management
 Plus 9 credits in electives selected from the list below.

Electives:

AVSC 100 Private Pilot Flight
 AVSC 105 Private Pilot Ground School
 AVSC 200 Instrument Flight
 AVSC 211 Commercial Pilot Ground School
 AVSC 212 Instrument Pilot Ground School
 AVSC 300 Commercial Flight
 AVSC 303 Flight Instructor Ground School
 AVSC 305 Introduction to General Aviation Management
 AVSC 307 Air Carrier Operations
 AVSC 400 Instructional Flight
 AVSC 402 Insurance and Risk Management in Aviation
 AVSC 407 Aviation Marketing Management
 MGMT 140 Human Resources Management

*Please note that flight courses involve flight fees.

FLIGHT TRAINING AND GROUND SCHOOL

Students enrolled in the aviation science program must take all flight and flight-related courses through Bridgewater State College except as provided below*. Flight training is provided under articulation agreements with Federal Aviation Administration (FAA) approved flight

schools, which operate under Federal Aviation Regulation (FAR) Part 141. A list of college approved flight schools may be obtained from the aviation science department. Ground school courses are conducted by the college under Federal Aviation Regulation Part 141, as is the flight simulator training, which is required as a part of commercial and instrument flight training courses.

PHYSICAL EXAMINATIONS

Students seeking admission to the flight training concentration must pass a Class II or better FAA physical examination; a Class III FAA physical is required for the aviation management concentration or any other program involving flight courses. A copy of the certification for the appropriate flight physical must be on file with the aviation coordinator BEFORE FLIGHT TRAINING BEGINS.

ACADEMIC CREDIT FOR FLIGHT TRAINING

The following procedures for granting academic credit for flight and flight-related ground school training for both incoming freshman students and transfer students are in accord with pertinent college policies. These policies are designed to ensure academic quality and to maximize safety for the participants in the aviation science program. All students requesting academic credit from Bridgewater State College for flight and flight-related ground school training are subject to these provisions. Credit for all other course work will be considered as specified in the college catalog under the sections concerning "Transfer Admissions" and "Transfer of Credit after Admission."

*Entering Freshmen and Transfer Students:

Freshmen or transfer students entering Bridgewater State College may request up to eighteen (18) credits for previous work in flight and flight-related ground school training under the following provisions:

1. To obtain credit for flight training, the student must:
 - (a) provide valid documentation** of the flight training concerned, (b) hold a current, appropriate flight physical certificate, and (c) pass a flight proficiency test conducted by an aviation science approved flight instructor. (Additional flight training may be required if a student has difficulty passing the flight proficiency test.) All costs for the flight proficiency test (and any additional flight training) will be borne by the applicant.
2. Credit for training in FAA certified ground schools

may be obtained by providing valid documentation** of the training concerned.

**Valid documentation includes pertinent log books and other certificates, licenses and verification of the training from the school(s) concerned. This verification must be in the form of a statement, which identifies the school, describes the curriculum under which the training was taken and specifies the number of class hours involved. The statement must be signed by the chief flight instructor of the school. Up to full credit may be granted for courses from flight schools operating under Federal Aviation Regulation (FAR) Part 141 and up to half credit for training from schools operating under FAR Part 61.

Credit authorized by the above procedure for flight and flight-related ground school courses may be applied as follows:

Students entering the flight training concentration may apply up to 17 credits and students entering the aviation management concentration may apply up to 13 credits toward the academic major; any additional authorized flight training credit will be designated as free electives. *At least 50 percent of the credits in any major field (major department) must be earned at Bridgewater State College.*

Students entering the *aviation science minor* may apply nine credits toward the minor; any balance may be credited toward free electives.

Authorized flight training credits specified above for the major, minor, and free electives may be applied toward the college graduation requirement of 120 credits (minimum).

Please note: For additional detailed information on the aviation science program call 508.531.1779 or write Chairperson, Department of Aviation Science, Bridgewater State College, Bridgewater, Massachusetts 02325.

Upon acceptance into the aviation science program, students must obtain a copy of the "Department of Aviation Science Policies and Procedures Manual." All students **MUST** comply with the policies and procedures as set forth in said manual. A copy of the policies and procedures manual can be obtained upon request through the Department of Aviation Science.

ECONOMICS

FACULTY

- Chairperson:** Professor Margaret Brooks
- Professor:** Anthony Cicerone
- Assistant Professors:** Ilter Bakkal, Soma Ghosh, Michael Jones, Daniel Lomba

Department Telephone Number: 508.531.1716

Web site: www.bridgew.edu/Economics

DEGREE PROGRAM:

- BS in Economics

UNDERGRADUATE MINOR

- Economics

UNDERGRADUATE PROGRAMS

ECONOMICS MAJOR

The major in economics is a comprehensive program which enables students to become familiar with many aspects of the economy and provides them with training in economic analysis and problem-solving techniques. A strong background in economic theory will prepare students for entry into fields such as banking, finance, business, politics and real estate.

Requirements:

- ECON 101 Principles of Microeconomics
- ECON 102 Principles of Macroeconomics
- ECON 201 Intermediate Microeconomic Theory and Policy
- ECON 205 Intermediate Macroeconomic Theory and Policy
- ECON 210 Statistics for Business and Economics

Plus five 300 level or higher economics courses for a total of 30 credit hours in economics.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic

Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Note: The Bachelor of Arts in Economics is inactive.

ECONOMICS MINOR

The minor in economics offers a basic program which enables students to become familiar with some aspects of the economy and provides them with training in economic analysis and problem-solving techniques.

Requirements:

- ECON 101 Principles of Microeconomics
- ECON 102 Principles of Macroeconomics
- ECON 201 Intermediate Microeconomic Theory and Policy
- ECON 205 Intermediate Macroeconomic Theory and Policy
- ECON 210 Statistics for Business and Economics

Plus a minimum of two other economics courses at the 300 or 400 level. The two courses, MATH 110 Elementary Statistics I and MATH 318 Quantitative Methods for Management, may be substituted for ECON 210.

MANAGEMENT

FACULTY

Chairperson: Professor Sylvia Keyes

Graduate Program

Coordinator: Professor Mercer Fellouris

Professors: Jeanne Aurelio, Jon Bryan,
Craig Cowles, Helene Fine,
Dorothy Mulcahy, Frank Sterrett

Assistant

Professors: Martin Grossman, Yehia Kamel,
Stanley Ross, Peter Sietins,
Robert Wolk

Department Telephone Number: 508.531.1374

Location: Harrington Hall, Room 110C

Web site: www.bridgew.edu/Management

DEGREE PROGRAMS

- BS in Management
Concentrations: General Management, Energy and Environmental Resources Management, Global Management, Information Systems Management, Marketing, Transportation
- Master of Science in Management (MS)
Concentrations: Accounting, Marketing, Organization Development, Technology Management

UNDERGRADUATE MINOR

- Management

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN MANAGEMENT

The management concentrations educate students for successful careers in business and management. The program provides general education, other liberal arts courses and specific management education for students with career interests in general business, transportation, energy and environmental resources, marketing, global management, information systems, human resources and operations management.

With a curriculum embedded in a strong liberal arts framework, students learn how business decisions relate to society – culturally, economically, ethically and socially – while developing the skills and knowledge that will enable them to assume management responsibilities.

Students who enroll in the management program can gain experience through internships and courses that provide practical, on-the-job training opportunities. These valuable learning experiences, coupled with the college's development as a regional resource for business and industry, offer students significant contact with business and management leaders.

GENERAL MANAGEMENT CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 350 Managerial Accounting
ACFI 385 Managerial Finance
COMP 105 Computers and Their Applications: An Introduction
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MATH 318 Quantitative Methods for Management
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 360 Business Data Processing
MGMT 425 Operations Management
MGMT 490 Strategic Management

Choose one option:

Operations Option

MGMT 340 Labor Relations
MGMT 470 Materials Management
MGMT 475 Statistical Process Control

Human Resources Option

MGMT 303 Organizational Behavior
MGMT 340 Labor Relations
MGMT 375 Personnel Development

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic

Programs” section of this catalog. For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

ENERGY AND ENVIRONMENTAL RESOURCES MANAGEMENT CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 350 Managerial Accounting
ACFI 385 Managerial Finance
CHEM 131 Survey of Chemistry I
CHEM 132 Survey of Chemistry II
CHEM 250 Instrumentation
COMP 105 Computers and Their Applications: An Introduction
EASC 100 Physical Geology
EASC 194 Environmental Geology
EASC 240 Hydrology
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
GEOG 121 Physical Geography
GEOG 332 Management and Preservation of the Natural Environment
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MATH 318 Quantitative Methods for Management
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 360 Business Data Processing
MGMT 460 Public Policy and Government Regulation in Global Management
MGMT 490 Strategic Management
PHYS 180 Energy and Its Social Uses

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the “Undergraduate Academic Programs” section of this catalog. For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

GLOBAL MANAGEMENT CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 350 Managerial Accounting

ACFI 385 Managerial Finance
ACFI 455 International Finance
COMM 365 Introduction to Intercultural Communication
COMP 105 Computers and Their Applications: An Introduction
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
ECON 321 International Economics
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MATH 318 Quantitative Methods for Management
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 360 Business Data Processing
MGMT 410 International Marketing and Physical Distribution
MGMT 460 Public Policy and Government Regulation in Global Management
MGMT 490 Strategic Management
POLI 260 International Relations
Proficiency in four levels of one foreign language

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the “Undergraduate Academic Programs” section of this catalog. For additional graduation requirements, see the “Undergraduate Academic Policies” section of this catalog.

INFORMATION SYSTEMS MANAGEMENT CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 350 Managerial Accounting
ACFI 385 Managerial Finance
COMP 101 Computer Science I
COMP 102 Computer Science II
COMP 210 COBOL I
COMP 211 COBOL II
COMP 410 Database Applications
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MATH 318 Quantitative Methods for Management

MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 360 Business Data Processing
MGMT 445 Information Systems Management
MGMT 450 Problems in Information Systems
MGMT 480 Systems Analysis
MGMT 490 Strategic Management

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MARKETING CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 350 Managerial Accounting
ACFI 385 Managerial Finance
COMP 105 Computers and Their Applications: An Introduction
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MATH 318 Quantitative Methods for Management
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 360 Business Data Processing
MGMT 420 Marketing Research
MGMT 424 Advertising
MGMT 430 Sales Management
MGMT 490 Strategic Management
MGMT 494 Marketing Management and Strategy
And any one of the following three marketing elective courses:
MGMT 410 International Marketing and Physical Distribution
MGMT 415 Retail Management
MGMT 440 Industrial Marketing

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation

requirements, see the "Undergraduate Academic Policies" section of this catalog.

TRANSPORTATION CONCENTRATION

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 305 Business Law I
ACFI 350 Managerial Accounting
ACFI 385 Managerial Finance
COMP 105 Computers and Their Applications: An Introduction
Any one COMP programming course
EASC 100 Physical Geology
or
GEOG 121 Physical Geography
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
GEOG 350 Economic Geography
GEOG 353 Urban Geography
GEOG 365 Geography of Transportation
MATH 110 Elementary Statistics I
MATH 141-142 Elements of Calculus I-II
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 200 Marketing Principles
MGMT 360 Business Data Processing
MGMT 490 Strategic Management
POLI 279 Introduction to Public Administration
POLI 376 Urban Politics
SOC 206 Cities and People: Urban Sociology

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MANAGEMENT MINOR

Students from liberal arts and other programs may elect this minor to broaden their background and expand their potential in job related areas of their respective disciplines. The central purpose of this minor is to provide initial exposure to the basic areas of business and the environment of the business world.

Required courses*:

ACFI 240 Principles of Accounting I
MGMT 130 Principles of Management

MGMT 200 Marketing Principles (*Prerequisite: MGMT 130 and ECON 101 or ECON 102 or consent of department*)

Plus three additional electives from any ACFI or MGMT courses for which prerequisites have been completed.

- One economics course (**either** ECON 101 Principles of Microeconomics or ECON 102 Principles of Macroeconomics) may be used toward the completion of these three required electives.
- Majors in accounting and finance and aviation science majors with a concentration in aviation management must take at least two MGMT courses at the 300 or 400 level, not to include MGMT 360 or MGMT 490 to fulfill the elective requirements.

* *At least one half of the courses required for the minor must be successfully completed at this college.*

TRANSFER OF CREDIT AFTER ADMISSION

In order for undergraduates to receive credit for courses taken at other accredited institutions, approval must be obtained **in advance**.

Application forms are available in the registrar's office. Applications for approval of a course from another institution should be accompanied by the appropriate catalog from that institution. Transcripts of these approved courses must be submitted to the registrar's office within six weeks after the completion of the course. Approval must be obtained prior to registering for class. It is the student's responsibility to have official transcripts sent directly by the grade-granting institution to the registrar's office at Bridgewater State College.

HONORS PROGRAM

The Department of Management offers a departmental honors program in management. This program provides an opportunity for well-qualified management majors to conduct independent research and scholarly study in management. Contact the Department of Management for further information concerning eligibility and application.

GRADUATE PROGRAM

Graduate Program Coordinator: Professor Mercer Fellouris

MASTER OF SCIENCE IN MANAGEMENT

Successful managers in the 21st century must have

specialized knowledge and skills to meet a variety of changing and growing demands in the ever-expanding global marketplace. The Master of Science in Management (MS) program prepares students to apply systems thinking to managerial problems, direct large-scale projects, and lead people and organizations through complex change. The program emphasizes the role of information technology in the modern firm and the organizational changes occurring as a result. In addition, students gain focused instruction in a specific area of interest through one of four, three-course concentrations:

- Accounting
- Marketing
- Organization Development
- Technology Management

Admission Requirements

- 1.) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2.) An appropriate score on the GMAT. For more information contact the Graduate and Continuing Education Office.
- 3.) Three appropriate letters of recommendation.

MASTER OF SCIENCE IN MANAGEMENT

For students who hold a bachelor's degree

The MS requires 30 credit hours of graduate course work, including a core of five courses, three concentration courses, one elective, and one capstone course. Students in the technology management concentration, marketing concentration or organizational development concentration take MGMT 590 Management Systems Seminar as their capstone course. The foundation courses must be taken prior to taking the core or concentration courses and may not be used to fulfill the 30 credit program requirements. The foundation course requirements can be satisfied by completion of approved equivalent undergraduate courses: a statistics course for MGMT 500, courses in accounting and finance for ACFI 505, and courses in marketing and law for MGMT 506. Working knowledge of computers is required for admittance. Students concentrating in accounting will need additional prerequisites. Accounting students may call 508-531-1395 or e-mail afdept@bridgew.edu for information.

Five-year Bachelor of Science in Management/ Master of Science in Management

Undergraduate students who have completed at least 30

credit hours of course work at Bridgewater State College, have completed the undergraduate prerequisites, have taken the GMAT examination, and can complete all requirements for their BS or BA degree in 30 additional credits may apply for the five-year BS/MS program. Those admitted take a mix of undergraduate and graduate courses during their fourth and fifth year, and graduate with both degrees. Admission to this program is selective and limited.

The Master of Science in Management Curriculum

Candidates for the MS must successfully complete the following course requirements:

Core

MGMT 501 Systems Research and Problem Solving
MGMT 526 Project Management
MGMT 576 Organizational Change and Leadership
MGMT 581 Information Resources Management
MGMT 582 Business System Design and Integration

*Concentration Area Requirements**

Marketing Concentration

Select three courses from the following:

MGMT 510 International Marketing
MGMT 540 Industrial Marketing
MGMT 554 Issues in Global E-Commerce
MGMT 594 Marketing Management and Strategy
One elective: Any approved (ACFI or MGMT) MS course

Capstone: MGMT 590 Management Systems Seminar

Organization Development Concentration

MGMT 572 Interpersonal and Group Behavior
MGMT 578 Organizational Development

Select one course from the following:

MGMT 571 Organizational Culture and Workforce Diversity

MGMT 577 Power and Influence in Organizations

One elective: Any approved (ACFI or MGMT) MS course

Capstone: MGMT 590 Management Systems Seminar

Technology Management Concentration

Select three courses from the following:

MGMT 527 Product Development Processes
MGMT 528 Quality and Risk Management
MGMT 561 Environmental Management

MGMT 562 Strategic Management of Technological Innovation

One elective: Any approved (ACFI or MGMT) MS course

Capstone: MGMT 590 Management Systems Seminar

*For accounting concentration and capstone requirements, see the Department of Accounting and Finance.

For applications and additional information contact the graduate admissions office and specify your interest in the MS program:

Graduate Admissions Office
Maxwell Library
Bridgewater State College
Bridgewater, MA 02325
508.531.2413

Dr. Anna Bradfield
Dean, School of Education and Allied Studies

Ms. Mary Ann McKinnon
Assistant Dean

Location: Hart Hall, Room 124
Web site: www.bridgew.edu/SoEd

ACADEMIC DEPARTMENTS

Counselor Education

Dr. Maxine Rawlins, Chairperson

Elementary and Early Childhood Education

Dr. Nancy Witherell, Chairperson

Movement Arts, Health Promotion and Leisure Studies

Professor Samuel Baumgarten, Chairperson

Secondary Education and Professional Programs

Dr. Lynne Yeamans, Chairperson

Special Education and Communication Disorders

Dr. Robert MacMillan, Chairperson

ACADEMIC PROGRAMS

Counselor Education

Dr. Maxine Rawlins, Chairperson

Educational Leadership

Dr. Benedicta Eyemaro, Graduate Program
Coordinator

Elementary and Early Childhood Education

Dr. John Marvelle, Graduate and Post Baccalaureate
Program Coordinator

Health Promotion/Physical Education

Dr. Robert Haslam, Graduate Program Coordinator

Instructional Technology

Dr. Thanh Nguyen, Graduate Program Coordinator

PreK-12 Education (For Educators in Non-U.S. Settings)

For information on this program contact the School of
Graduate Studies 508.531.1300

Reading

Dr. Ruth Farrar, Graduate Program Coordinator

Secondary Education

Dr. Lynne Yeamans, Graduate Program Coordinator

SEAS Core Courses

Dr. John-Michael Bodi, Graduate Program Coordinator

Special Education and Communication Disorders

Dr. Kenneth Dobush, Graduate Program Coordinator

Counselor Education

Elementary and Early Childhood Education

Movement Arts, Health Promotion and Leisure Studies

PreK-12 Education (For Educators in Non-U.S. Settings)

Secondary Education and Professional Programs

Special Education and Communication Disorders

Educational Leadership

Instructional Technology

The School of Education and Allied Studies offers undergraduate and graduate programs for the professional preparation of early childhood, elementary, special education, middle and high school teachers, as well as for specialized positions in school and community-based organizations and agencies. All programs in the school are devoted to developing professionals who are committed to excellence, understand best practices and research and work collaboratively in their chosen areas. The school also provides service to the schools, community organizations and agencies of the region. The school conducts an on-going review of professional standards and requirements in order to respond to the changing needs of the profession. Graduates of programs leading to initial licensure are ready to enter the profession of teaching. During advanced degree programs leading to the professional stage of licensure and other graduate course work, educators strengthen their leadership abilities and their commitment to lifelong learning.

Extensive field experiences in schools and agencies contribute to the development of meaningful linkages between study and practice. Procedures and guidelines are implemented to ensure that high quality standards are maintained in field-based experiences and that students have experiences working in settings with diverse populations of children and youth.

Students following the curricula leading to a bachelor of science in education degree are prepared as early childhood, elementary or special needs teachers. Students majoring in early childhood education, elementary education or special education must complete an arts and sciences major (for special education (5-12), a major taught in grades 5-12), as well as a major in the School of Education and Allied Studies. Students majoring in most curricula leading to a bachelor of arts or a bachelor of science degree may select a minor in Secondary Education, which prepares them for middle school and/or high school teaching. Students majoring in physical education earn a bachelor of science or bachelor of arts degree.

UNDERGRADUATE PROGRAMS

Majors in:

- Early Childhood Education
- Elementary Education (Concentration in):
 - Early Education and Care, PreK-K (non public school licensure)

- Health Education (Teacher licensure option in:
 - Health/Family and Consumer Sciences PreK-12)
- Physical Education (Concentrations in):
 - Athletic Training Education Program (ATEP)
 - Coaching
 - Exercise Science/Health Fitness
 - Motor Development Therapy/Adapted Physical Education
 - Recreation
 - Recreation and Fitness Club Administration (Teacher Licensure available in):
 - Teacher Licensure in Physical Education (PreK-8)
 - Teacher Licensure in Physical Education (5-12)
- Special Education (Concentration in):
 - Communication Disorders (Teacher Licensure available in):
 - Teacher of Students with Moderate Disabilities (PreK-8, 5-12)
 - Teacher of Students with Severe Disabilities (all levels)

Minors in:

- Coaching
- Communication Disorders
- Dance
- Exercise Physiology
- Health Promotion
- Health Resources Management
- Recreation
- Special Education

Secondary Education minor (High School, Middle School Education or PreK-12 specialist licenses) with majors, concentrations, or options in:

- Biology*
- Chemistry*
- Dance (all levels)*
- Earth Sciences*
- English*
- Health/Family and Consumer Sciences (all levels)*
- History*
- Mathematics*
- Music (all levels)*
- Physics*
- Theater (all levels)*
- Visual Art (PreK-8 and 5-12)*

POST BACCALAUREATE GRADUATE AND POST MASTER'S PROGRAMS

Post baccalaureate programs leading to initial licensure are offered in:

- Early Childhood Education
- Elementary Education
- Health/Family and Consumer Sciences (PreK-12)
- Physical Education (PreK-8) (5-12)
- Secondary Education (Middle School/High School PreK-12 Specialist)
- Special Education (moderate and severe disabilities)

Graduate curricula leading to the master's degree and Certificate of Advanced Graduate Study (CAGS) are offered in the following fields:

Master's Programs *Consult office of:*
Master of Arts in Secondary Education
Teaching and Professional Programs (in
 conjunction with several of
 the Departments in the School
 of Arts and Sciences.)

Master of Education in: *Consult office of:*
Counseling Counselor Education
Early Childhood Elementary and Early
 Childhood Education
Educational Secondary Education and
 Leadership Professional Programs
Elementary Education Elementary and Early
 Childhood Education
Health Promotion Movement Arts, Health
 Promotion and Leisure Studies
Instructional Technology Secondary Education and
 Professional Programs
PreK Education (For Graduate School of Studies
Educators in Non-U.S. Education
Settings)
Reading Elementary and Early
 Childhood Education
Special Education Special Education and
 Communication Disorders

Master of Science in: *Consult office of:*
Physical Education Movement Arts, Health
 Promotion and Leisure Studies

Post Master's Programs: *Consult office of:*
Certificate of Advanced
Graduate Study (CAGS
in Education)

Concentrations in:
Counseling Counselor Education
Educational Leadership Secondary Education and
 Professional Programs
Reading Elementary and Early
 Childhood Education

LICENSURE OF EDUCATIONAL PERSONNEL

All candidates seeking Massachusetts Educator Licensure are advised to check with their individual education departments or the School of Education and Allied Studies offices regarding regulation changes which may have an impact on their licensure program.

The School of Education and Allied Studies, through its departments and committees offers the following state approved programs leading to Massachusetts licensure and eligibility for licensure in participatory states and territories through the Interstate Certification Contract. Information on undergraduate and graduate programs leading to licensure is found in appropriate departmental sections.

Educator Licensure Programs:

Administrator of Special Education (all levels)
Early Childhood Teacher of Students with or without
Disabilities(PreK-2)
Elementary (1-6)
Instructional Technology (all levels)
Reading Specialist (all levels)
School Adjustment Counselor/School Social Worker
(all levels)
School Business Administrator (all levels)
School Guidance Counselor (PreK-8)
School Guidance Counselor (5-12)
School Principal/Assistant Principal (PreK-6)
School Principal/Assistant Principal (5-8)
School Principal/Assistant Principal (9-12)
Superintendent/Assistant Superintendent (all levels)
Supervisor/Director (all levels)
Teacher of Biology (5-8)
Teacher of Biology (8-12)
Teacher of Chemistry (5-8)
Teacher of Chemistry (8-12)
Teacher of Dance (all levels)

Teacher of Earth Science (5-8)
 Teacher of Earth Science (8-12)
 Teacher of English (5-8)
 Teacher of English (8-12)
 Teacher of Health/Family and Consumer Sciences (all levels)
 Teacher of History (5-8)
 Teacher of History (8-12)
 Teacher of Mathematics (5-8)
 Teacher of Mathematics (8-12)
 Teacher of Music (all levels)
 Teacher of Physics (5-8)
 Teacher of Physics (8-12)
 Teacher of Physical Education (PreK-8)
 Teacher of Physical Education (5-12)
 Teacher of Students with Moderate Disabilities (PreK-8)
 Teacher of Students with Moderate Disabilities (5-12)
 Teacher of Students with Severe Disabilities (all levels)
 Teacher of Theater (all)
 Teacher of Visual Art (PreK-8)
 Teacher of Visual Art (5-12)

Students, who wish to be elementary, early childhood or special education teachers are required to select a major in elementary, early childhood or special education and a major in the liberal arts or sciences. All teachers licensed by the Commonwealth of Massachusetts are required to have a major in the liberal arts or sciences. The following majors meet the arts and sciences requirement at Bridgewater State College:

Anthropology	Mathematics
Art	Music
Biology	Philosophy
Chemistry	Physics
Earth Science	Political Science
Economics	Psychology
English	Sociology
Geography	Spanish
History	Communication Studies and Theater Arts

Students should consult with both their arts and sciences adviser and their education adviser each semester (with a final check the semester prior to their last semester) to insure that all licensure and academic degree requirements have been successfully met.

It is the student's responsibility to insure that all required course work is successfully completed for general education, the liberal arts and sciences major, and the state approved major or minor which leads to licensure. Students must additionally assume responsibility for

submitting all materials to appropriate offices by the established deadlines.

Please note, all candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

Students having questions regarding their licensure and/or academic requirements should consult with their adviser, the appropriate department chairperson or the graduate program coordinator for additional information.

ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS – UNDERGRADUATE STUDENTS

All undergraduate students preparing for a career in education which requires licensure must formally apply, satisfy all selection criteria, and be recommended for admission into professional education programs in the School of Education and Allied Studies. Students may not enroll in education courses beyond the introductory level until they have met all admissions criteria and are officially admitted to the program.

Criteria for Admission

The following criteria have been established as minimum requirements for admission to a professional education program:

1. Candidates must be matriculated into an undergraduate arts or sciences degree program (with appropriate undergraduate major/equivalent).
2. Candidates must provide proof of having attained a passing score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure™ (MTEL).
3. Candidates must have an overall cumulative Grade Point Average of 2.8. This minimum GPA must be maintained throughout the professional education program.
4. Candidates must demonstrate proof of proficiency in written English (minimum grades of "C+" in ENGL 101 and ENGL 102 or equivalent).

5. Candidates must provide evidence of early field based experiences working with children or youth in schools or other agencies as part of an introduction to education course (ECED 230, EDHM 210, ELED 220, SPED 202 or PHED 205). The number of hours and placement are determined by the department.
6. Candidates must have a complete health record (Immunization Record) on file with the Office of Health Services.
7. Candidates must interview, if required, with their individual education departments (check with department).
8. Candidates must provide two faculty recommendation ratings of at least "recommend" or "highly recommend" on the forms provided with the application packet.
9. Candidates must submit a complete Application for Admission to a Professional Education Program. The application includes biographical data, information on employment and volunteer experiences, and verification of completion of criteria 1-8 above. The application will be reviewed to determine competency in written expression of the English language and should reflect the candidate's commitment to a career in education. Therefore, candidates should pay particular attention to correct spelling and the proper use of grammar when completing the application.

Candidates seeking admission to the professional education block in elementary or early childhood education should consult the "Department of Elementary and Early Childhood Education" section of this catalog regarding additional admission requirements.

Please note, teacher preparation candidates may be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Education requires all candidates to sign an affidavit which states they "have not been convicted of nor are currently charged with any crime (misdemeanor or felony)" as part of their application for a Massachusetts educator's license.

Admission Deadlines

Students must apply and be admitted to a professional education program before they may enroll in upper

level (beyond the introductory level) professional education courses. Students are responsible for maintaining communication with their academic advisers and for preparing and submitting the completed application packets. Applications are accepted at any time. To ensure adequate time for processing, however, application should be made several weeks in advance of the anticipated date of registration for professional education courses.

All students enrolling in upper level courses in the School of Education and Allied Studies must have been officially accepted into professional education.

Admission Process

The following is the established process for admission to a initial licensure program in the School of Education and Allied Studies:

1. The student receives the application packet from the instructor of the introduction to education course (ECED 230, EDHM 210, ELED 220, SPED 202 or PHED 205) or downloads an application from the School of Education and Allied Studies web site www.bridgew.edu/licensurefieldplacement/
2. The student completes the application as directed in the packet and returns it to the Office of Professional Education.
3. Students will be notified via mail of the status of their application.

ADMISSION TO AND RETENTION IN PROFESSIONAL EDUCATION PROGRAMS – POST BACCALAUREATE/GRADUATE STUDENTS

All post baccalaureate teacher education candidates must be admitted to a post baccalaureate program through Graduate Admissions (see the "School of Graduate Studies" section of this catalog). Candidates must submit evidence of a minimum 2.8 overall undergraduate grade point average, passing scores on appropriate sections of the Massachusetts Tests for Educator Licensure™, three recommendations and biographical information as part of the Graduate admissions process.

Please note, teacher preparation candidates may be asked to authorize a Criminal Offender Record Inquiry (CORI) as a requirement for access to public and private schools and agencies during their prepractica and practica field experience. Also, the Department of Education requires all candidates to sign an affidavit which

states they "have not been convicted of nor are currently charged with any crime (misdemeanor or felony)" as part of their application for a Massachusetts educator's license.

Retention and Exit Requirements

Students must remain in full compliance with all regulations, requirements, policies and procedures of the School of Education and Allied Studies, the School of Graduate Studies, the college and the State Department of Education.

Admission/Retention Appeal Process

A student who wishes to request reconsideration of a professional education program admission/retention decision may submit a written letter of appeal to the dean of the School of Education and Allied Studies.

APPLICATION FOR PRACTICUM – UNDERGRADUATE AND POST BACCALAUREATE PROGRAMS

Admissions Criteria

The following criteria must be met for admission to the practicum (student teaching):

1. Candidates must be matriculated into an undergraduate arts and sciences degree or graduate licensure program
2. Candidates must satisfy all admission criteria for professional education programs (MTEL™ passing scores, English proficiency, prepractica hours, health records), and maintain continued good standing in the School of Education and Allied Studies.
3. Candidates must have a 2.8 overall cumulative grade point average. Middle school and high school teacher candidates must also have a 2.8 grade point average in the arts and sciences major.
4. Candidates must submit evidence of having passed all three parts of the Massachusetts Tests for Educator Licensure (MTEL™), including the appropriate subject tests.
5. Candidates must have successfully completed all prerequisite courses and prepractica field experiences.
6. Candidates must obtain departmental approval (via the signature of chair or graduate coordinator on their student teaching application).

Admission Deadline

1. The deadline for submitting the completed application packet to the Field Experience Office is **Feb. 1** to student teach the following fall and **Sept. 30** to student teach the following spring.

All practica are completed within the college's service area at centers and sites established by the School of Education and Allied Studies. Students are supervised by appropriately qualified faculty. In that the practica experiences are intense and rigorous, it is recommended that students not enroll in other courses during the semester that they student teach.

Criminal Offender Record Inquires (CORI) are conducted by placement sites. An unsatisfactory CORI report is a reason for refusal of placement by the Bridgewater State College Office of Field Placement and cooperating school districts and agencies.

Written complaints filed by schools or agencies relative to a student teacher will be reviewed by a committee from the School of Education and Allied Studies. In instances where the student teacher has not met the procedures, policies, standards and/or expectations of the college as set forth in this catalog, the Practicum Handbook and/or other college documents, the student may be removed from the assignment and the program.

ADMISSION TO RETENTION IN AND EXIT FROM PROFESSIONAL EDUCATION PROGRAMS – MAT, MED, CAGS

All graduate students seeking licensure must formally apply, satisfy all selection criteria and be recommended for admission into professional education programs in the School of Education and Allied Studies.

The following requirements and criteria for admission to and retention in licensure and degree programs in the School of Education and Allied Studies have been established:

1. All students must be formally admitted to a graduate degree or licensure program by the School of Graduate Studies.
2. Students must remain in good standing with the School of Graduate Studies and the School of Education and Allied Studies.

SUBSTITUTIONS/WAIVERS FOR LICENSURE

Undergraduate and graduate students with prior courses and/or experiences which are equivalent to or exceed those required in a particular state approved program may request a substitution by way of their academic adviser through their department. Students should contact their adviser for a copy of this institutional process. Grades of D and F cannot be used. This procedure is for licensure standards only; consult the major department for degree requirements.

PROFESSIONAL EDUCATION REVIEW PROCESS

A student who experiences a problem pertaining to program waiver, licensure or other matters may request consideration under the School of Education and Allied Studies' established review process.

The first step is for the student to submit a written appeal to his or her adviser. If the situation cannot be resolved at this level, the student and/or adviser will then proceed to the department chairperson or graduate coordinator. Should the student's situation not be resolved, then the student may petition the dean of the School of Education and Allied Studies for review. The dean, at his or her discretion, may convene a review board to hear the appeal.

LICENSURE APPLICATION

Students wishing to apply for their Massachusetts Department of Education *initial* educator's license will obtain application instructions during the **Educator Licensure/Career Services Meeting** scheduled each semester during a student's initial internship/practicum. Bridgewater State College participates in the Department of Education's online Educator Licensure and Recruitment system (ELAR). Candidates can access ELAR via the following web address: www.doe.mass.edu/educators/e_license.html.

BSC program completers seeking licensure through the ELAR system must fill out a Request for Recommendation Form and submit it to the Offices of Professional Education.

Candidates applying for *professional* licensure should meet with the licensure coordinator in the School of Education during their last semester of coursework at the college to review requirements and application procedures.

All candidates seeking Massachusetts Educator Licensure are required at the time of application to sign an affidavit indicating that they have not been convicted of and

are not under charges for any crime (misdemeanor or felony) and have not been identified by any child protection agency as a perpetrator of child abuse.

LICENSURE TESTS

Massachusetts Tests for Educator Licensure™

The Massachusetts Department of Education has contracted with National Evaluation Systems (NES) in Amherst, MA, to develop and administer the educator licensure test system. Students and interested persons may contact N.E.S. to obtain information regarding upcoming test administrations and registration information at 413.256.2892 or www.MTEL.nesinc.com. Registering, taking and achieving passing scores of the Massachusetts Tests for Educator Licensure™ (MTEL) is the student's responsibility and is required for educational licensure in the state of Massachusetts. Registration bulletins and additional information may also be obtained in the Office of the School of Education and Allied Studies reception area.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Education) on the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure™ as part of the admission criteria of the School of Education and Allied Studies.

Students must provide evidence of having attained a passing score (as determined by the Massachusetts Department of Education) on the *appropriate subject tests* of the Massachusetts Tests for Educator Licensure™ prior to being placed for student teaching. Students are encouraged to consult with their individual departments regarding program specific MTEL requirements.

MASTER OF EDUCATION PREK-12 EDUCATION (FOR EDUCATORS IN NON-U.S. SETTINGS)

This program is designed for individuals who wish to earn a graduate degree in PreK-12 Education for Educators in Non-U.S. Settings. The program is for American citizens who hold undergraduate U.S. degrees and are teaching overseas.

Program Requirements:

Core Courses: (15 credits):

EDMC 530 The Teacher as Researcher

EDMC 531 The Standards-Based Classroom: Curriculum

EDMC 532 The Teacher as Leader: From Issues to Advocacy

EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners

EDMC 538 The Professional Teacher

Elective Courses: (15 credits):

In collaboration the non-U.S. setting site, Bridgewater State College will identify course work that meets the needs of the students.

Degree requirements include a minimum of (30) approved graduate credits and the successful completion of the comprehensive examination.

Admission Requirements:

1. Hold a bachelor's degree from an accredited college.
2. 2.8 grade point average
3. Three letters of recommendation. At least two should be from professors and the third can be from a professional employer.
4. Submit a completed application with statement of intent.
5. Achieve a minimum GPA of 3.0 for the first two degree courses.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN EDUCATION

The School of Education and Allied Studies offers a program leading to a Certificate of Advanced Graduate Study (CAGS) in Education with concentrations in mental health, counseling, school guidance counseling, educational leadership and reading. For details, students should consult the counseling, educational leadership and reading program sections of this catalog.

BRIDGEWATER STATE COLLEGE/UNIVERSITY OF MASSACHUSETTS - LOWELL COLLABORATIVE CAGS/EDD PROGRAM

A transfer agreement is in place between Bridgewater State College, which offers the Certificate of Advanced Graduate Study (CAGS), and the University of Massachusetts-Lowell, which offers the Doctor of Education (EdD) degree.

In accordance with this agreement, students who satisfactorily complete the CAGS program with a concentration in educational leadership or reading at Bridgewater State College and who apply and are admitted to the EdD program at the University of Massachusetts-Lowell, will be eligible to transfer up to 12 credits from the CAGS program into the doctoral program. Specific provisions of the transfer credits will be subject to regulations described in the *Graduate School Catalog*

of the University of Massachusetts-Lowell. Graduates of the CAGS program at Bridgewater State College will be entitled to the same considerations as graduates of the CAGS program at Lowell. Applicants to the doctoral program must submit a completed application for review by the College of Education's Admissions and Standards Committee at the University of Massachusetts-Lowell.

For additional information about these programs, contact:

Dr. Benedicta Eyemaro, graduate program coordinator, Educational Leadership Program, Hart Hall, Room 222, Bridgewater State College, Bridgewater, MA 02325.

Dr. Ruth Farrar, graduate program coordinator, Reading Program, Hart Hall, Room 133
Bridgewater State College, Bridgewater, MA 02325.

COUNSELOR EDUCATION

FACULTY

Chairperson and Graduate Program

Coordinator: Professor Maxine Rawlins

Professor: Victoria Bacon

Associate

Professors: John Calicchia, Louise Graham

Assistant

Professors: Michael Kocet, Christy Lyons

Department Telephone Number: 508.531.2836

Location: Kelly Gymnasium, Room 106

Web site: www.bridgew.edu/counselingprograms

DEGREE PROGRAMS

- MEd in School Guidance Counseling (PreK-8, 5-12)
- MEd in Student Affairs Counseling
- MEd in Mental Health Counseling
- MEd in Mental Health School Based Counseling

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Mental Health Counseling
- School Guidance Counseling

POST MASTER'S LICENSURE PROGRAM

- School Guidance Counseling

Mission Statement

Bridgewater State College's Department of Counselor Education prepare professionals to counsel individuals, families, groups and communities with developmental, educational, career and mental health needs. Using a constructivist framework, faculty build on students' prior knowledge, background and experience. The counseling faculty prepare counselors to help clients effectively respond to developmental, mental health, and other lifespan challenges. Professional ethics, legal standards, developmental approaches, technology, and multicultural/diversity competencies are infused throughout the curriculum and experiential opportunities. Counseling students are educated to think critically, communicate effectively, and responsibly utilize

technology to enhance the practice of counseling in the 21st century. The faculty facilitate the ability of students to translate theoretical and philosophical principles into practical applications to promote wellness throughout the lifespan. Students graduate prepared to pursue licensure in their respective area of counseling.

GRADUATE PROGRAMS

COUNSELING PROGRAM OPTIONS:

Master of Education in Counseling Program Options

- School Guidance Counseling - 51 credits
- Student Affairs Counseling - 51 credits
- Mental Health Counseling - 63 credits
- Mental Health School Based Counseling - 66 credits

Post Master's in Counseling Program Options

- Certificate of Advanced Graduate Study in Mental Health Counseling - 30 credits (minimum)
- Certificate of Advanced Graduate Study in School Guidance Counseling - 30 credits

General Admission Criteria for the Counseling Programs

The counselor education faculty seek to admit students who will become highly effective professional counselors. As such, the faculty look at each student's application as a whole and do not exclude students based on any one criterion. Students must submit a complete application by **Oct. 1** for a spring semester admission and **March 1** for a summer/fall semester admission. In addition to the admission standards set by the college there are general admission criteria for counseling that are based on state and national standards outlined below. Specific program admission requirements are identified under individual program options on the following pages.

- Each applicant is reviewed by counselor education faculty who serve on the Counseling Programs Committee;
- Each applicant must demonstrate success in forming effective interpersonal relationships in individual and small group contexts;
- Each applicant must demonstrate aptitude for graduate-level study;
- Each applicant must provide career goals and objectives and their relevance to their chosen program and

- Each applicant must demonstrate openness to self-examination and personal and professional self-development.

Students are conditionally admitted to one counseling program. All students must successfully complete the four core requirements (CNGC 510, CNGC 528, CNGC 529, CNGC 500) to be considered as a master's candidate. Matriculating students who desire to change programs must file a formal petition with the Counseling Programs Committee and meet all admission requirements of the desired program. A student whose petition is approved, must adhere to the specific program requirements in place at the time of approval.

The counselor education faculty actively seeks to recruit applicants with diverse backgrounds.

Counseling Program Planning

All accepted students must attend an orientation for new students and meet with their faculty adviser upon acceptance.

Prospective candidates who have not been formally accepted into the program are urged to confine their selection of courses to the four "core" courses (CNGC 510, CNGC 528, CNGC 529, CNGC 500).

The Department takes very seriously its responsibility and commitment to train professional and ethical counselors, and to "protect the public good". Faculty are committed to supporting student success, and providing remedial interventions, when needed. However, the Department also recognizes that there will be a small number of students, for whom it becomes clear that transitioning out of the program is necessary. The Department has written a Learning Contract, which reflects ACA ethical standards, college guidelines, department expectations and requirements, as well as the procedures which will be followed in response to academic, personal, and /or professional student-related concerns which may arise. During the new student orientation experience, the Departments Learning Contract will be reviewed and discussed with all students; students will sign and receive a hard copy of the contract. Students must sign and receive a copy of the Learning Contract to continue to take courses as a matriculated student. The contract will also be posted on each of the Department's program-specific Blackboard virtual sites. A signed copy will be put in the student's file at the School of Graduate Studies.

Students must receive a grade of B- or higher in each graduate course or fieldwork experience; students who receive a grade lower than a B- must repeat the course. In addition, students who receive a grade of "F" in any course will be dismissed from the program. Lastly, students must maintain a GPA of 3.0 or they will be placed on academic probation as outlined in the graduate student handbook.

Fieldwork Experiences

Field experiences (e.g., practicum or internship) are required of all matriculated students. Depending on the counseling program, students complete between 700 and 1000 hours of supervised field work experience. Each student, in conjunction with an academic adviser, selects an appropriate site and is supervised by an on-site professional while meeting with a Bridgewater State College faculty member for a field work seminar. Most importantly, students must submit a field work application to the field work director to participate in any field work experience. Field work applications must be completed by **April 1** for the fall and summer semesters and by **November 1** for the spring semester.

Comprehensive Exams

Written comprehensive examinations are administered in November and March. The examination, which requires integrating theory and practice in the student's matriculated counselor education program is taken during the student's field work experience. Previous examinations are on the various counseling programs Blackboard sites.

SCHOOL GUIDANCE COUNSELING (51 CREDIT HOURS)

Admission Requirements

- A bachelor's degree in psychology or a related field that includes at least two of the following courses: general psychology, abnormal psychology and developmental psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the counseling profession and counseling related experience.
- Successful experience in a counseling capacity specifically related to working with children in an educational setting.
- A passing score on the Communication and Literacy portion of the Massachusetts Tests for

Educator Licensure (MTLE™).

- All applicants will be required to interview with a faculty member.
- A completed application, including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to school guidance counseling.

School Guidance Counselor Licensure

Course requirements leading to initial licensure by the Massachusetts Department of Education as a school guidance counselor at the pre-kindergarten through eighth grade level (PreK-8) or the fifth through 12th grade level (5-12) are outlined below. Licensure by the college will result in interstate reciprocity with signatory states as specified under the Interstate Certification Compact. To discuss the various licensure program options, please consult with your adviser.

School Guidance Counseling Program

Initial Licensure (PreK-8) (51 Credit Hours)

Requirements should be taken in the following sequence:

- *CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)
- CNSG 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- CNSG 524 Applied School Counseling (3 credits)
- CNGC 538 Group 1: Theory and Process of Group Interaction (3 credits)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNGC 532 Psychological Assessment (3 credits)
- CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- CNGC 520 Group Experience (0 credit; Graded on a (S)Satisfactory/(U) Unsatisfactory basis)
- CNSG 570 Advanced Applied Counseling – School Guidance Counselor: Pre-Adolescent (100 hours; 6 credits)
- CNSG 571 Practicum: School Guidance Counselor (PreK-8) (Total of 600 hours; 12 credits)**

Three (3) credits in electives at the 500 level or above

Comprehensive Examination

- * To be taken within the first 15 credits

**Students will meet with their adviser to plan their fieldwork experience. Students will need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

Students should consult with their academic adviser when choosing an appropriate elective.

School Guidance Counseling Program

Initial Licensure (5-12) (51 credit hours)

Requirements should be taken in the following sequence:

- *CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)
- CNSG 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- CNSG 524 Applied School Counseling (3 credits)
- CNGC 538 Group 1: Theory and Process of Group Interaction (3 credits)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNGC 532 Psychological Assessment (3 credits)
- CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- CNGC 520 Group Experience (0 credit; Graded on a (S) Satisfactory/(U)Unsatisfactory basis)
- CNSG 580 Advanced Applied Counseling – School Guidance Counselor: Adolescent (100 hours; 6 credits)
- CNSG 581 Practicum: School Guidance Counselor (5-12) (Total of 600 hours; 12 credits)**

Three (3) credits in electives at the 500 level or above

Comprehensive Examination

School of Education and Allied Studies

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

* To be taken within the first 15 credits

**Students would meet with their advisor to plan their fieldwork experience. Students would need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

Students should consult with their academic adviser when choosing an appropriate elective.

MENTAL HEALTH COUNSELING (63 CREDIT HOURS)

Admissions Requirements

- A bachelor's degree in psychology or a related field which includes general psychology, abnormal psychology, and developmental psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the candidate's aptitude for the counseling profession and counseling related experience.
- Applicants must have successful volunteer or paid experience in a counseling capacity specifically related to mental health counseling.
- All applicants will be required to interview with a faculty member.
- A completed application, including a 500-word personal statement that presents a synthesized, integrated and self-reflective description of the applicant's career goals as they relate to mental health counseling.

This 63 credit hour program is for those seeking licensure as a mental health counselor in Massachusetts by the Board of Registration. Program requirements have been designed to meet current state licensing requirements (CMR 262).

Mental Health Counseling Program (63 credit hours)

- *CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)

- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)

* To be taken within the first 15 credits

- CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues (3 credits)
- CNGC 535 Applied Counseling: Adolescent-Adult (3 credits)
- CNGC 538 Group 1: Theory and Process of Group interaction (3 credits)
- CNMH 568 Psychopathology (3 credits)
- CNGC 532 Psychological Assessment (3 credits)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNMH 564 Theories of Psychological Development (3 credits)
- CNGC 520 Group Experience (0 credits; Grade on a (S)Satisfactory/(U)Unsatisfactory basis)
- CNMH 570 Advanced Applied Counseling: Mental Health Counselor (100 hours; 6 credits)
- CNMH 571 Internship: Mental Health Counselor (Total of 600 hours; 18 credits)**

Three (3) credits of electives at the 500 level or above

Comprehensive Examination

**Students will meet with their advisor to plan their fieldwork experience. Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a minimum of 900 hours of fieldwork at a mental health site. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of three seminars over their 900 total hours/18 credits fieldwork experience.

This program is for students admitted after May 1, 2006.

MENTAL HEALTH COUNSELING – SCHOOL BASED (66 CREDIT HOURS)

Admission Requirements

- A bachelor's degree in psychology or a related field which includes general psychology, abnormal Psychology, and Developmental Psychology.
- A 2.8 undergraduate GPA.
- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- A passing score on the communication and literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™).
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the candidate's aptitude for the counseling profession and counseling related experience.
- Applicants must have successful volunteer or paid experience in a counseling capacity specifically related to mental health counseling.
- All applicants will be required to interview with a faculty member.
- A completed application, including a 500-word personal statement that presents a synthesized, integrated, and self-reflective description of the applicant's career goals as they relate to mental health counseling.

This 66 credit program is for those seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in the state of Massachusetts by the Board of Registration and a School Social Worker/School Adjustment Counselor License with the Department of Education. Program requirements have been designed to meet current state licensing requirements (CMR 262) and initial licensure by the Massachusetts Department of Education as a school adjustment counselor.

Mental Health School Based Counseling Program (66 credit hours)

- *CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)
- CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues (3 credits)
- CNGC 535 Applied Counseling: Adolescent-Adult (3 credits)
- CNGC 536 Applied Counseling: Pre-Adolescent (3 credits)

- CNGC 538 Group 1: Theory and Process of Group Interaction (3 credits)
- CNMH 568 Psychopathology (3 credits)
- CNGC 563 Psychopharmacology for Non-medical Professionals (3 credits)
- CNGC 520 Group Experience (0 credit; Graded on a (S)Satisfactory/(U)Unsatisfactory basis)
- CNGC 532 Psychological Assessment (3 credits)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNMH 564 Theories of Psychological Development (3 credits)
- CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- CNMH 580 Advanced Applied Counseling: Mental Health Counselor – School Based (150 hours; 6 credits)
- CNMH 571 Internship: Mental Health Counselor (Total of 450 hours; 9 credits)**
- CNMH 582 Internship: Mental Health Counselor-School Based (Total of 450 hours; 9 credits)**

Comprehensive Examination

*To be taken within the first 15 credits

**Students will meet with their adviser to plan their fieldwork experience. Students pursuing a LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester: 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits; 40 hours per week/600 total hours = 12 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of three total seminars.

STUDENT AFFAIRS COUNSELING (51 CREDIT HOURS)

Admission Requirements

- A bachelor's degree in psychology or a related field, which includes at least one of the following courses: general psychology, abnormal psychology and developmental psychology.
- A 2.8 undergraduate GPA.

- A composite score of 1000 on the quantitative and verbal parts of the GRE General Test.
- Three letters of recommendation, at least one of which should be from a supervisor who has knowledge of the applicant's aptitude for the higher education/counseling profession and counseling related experience.
- Successful experience in a counseling capacity or related experience in student affairs.
- All applicants will be required to interview with a faculty member.
- A completed application, including a 500-word personal statement that presents a synthesized, integrated, and self-reflective description of the applicant's career goals as they relate to student affairs counseling.

This 51 credit hour program is designed for those students interested in careers in student affairs settings.

Student Affairs Counseling Program (51 credit hours)

Requirements should be taken in the following sequence:

- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)
- CNGC 538 Group 1: Theory and Process of Group Interaction (3 credits)
- CNGC 520 Group Experience (0 credit; Graded on a (S) Satisfactory/ (U) Unsatisfactory basis)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNSA 551 Student Development Theory in Higher Education (3 credits)
- CNSA 523 Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)
- CNSA 520 Ethical, Legal and Professional Issues in Student Affairs (3 credits)
- CNSA 525 Student Affairs Administration (3 credits)
- CNSA 530 Applied Counseling for Student Affairs Professionals (3 credits)

Three (3) elective credits at the 500 level or above

- CNSA 560 Special Topics in Student Affairs (1-3 credits) (3 credit minimum) or any counseling elective
- CNSA 570 Advanced Applied Counseling: Student Affairs Counseling (100 hours; 6 credits)

CNSA 571 Internship: Student Affairs Counselor (Total of 600 hours; 12 credits)**

Capstone experience choices:

Option A: Comprehensive Examination and Capstone Portfolio

Option B: Masters Thesis

*To be taken within the first 15 credits

**Students will meet with their adviser to plan their fieldwork experience. Students must complete a minimum of 600 fieldwork hours at a site approved by the Counseling Programs Committee. An internship includes from 150-600 clock hours with a total of 600 hours at the site. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours 9 credits; 40 hours per week/600 total hours = 12 credits.

Students should consult with their academic advisers when choosing an appropriate elective.

Students in the student affairs counseling program will not be eligible for licensure.

POST MASTER'S LICENSURE IN SCHOOL GUIDANCE COUNSELING

The Post Master's Certificate program is designed for individuals who seek initial licensure as a school counselor, and who possess an applied master's degree in counseling or a related field (i.e. social work, clinical psychology), which has included a formal, supervised internship experience. Each student plans their program of study with a faculty adviser in accordance with the current BSC requirements for licensure as a school counselor, which are aligned with licensure requirements established by the Massachusetts Department of Education. The program will complement previous master's level coursework, and will include all appropriate field experiences and a capstone experience.

Admission requirements for Post Master's Licensure in School Guidance Counseling:

- An applied master's degree in counseling or related field (i.e. social work, clinical psychology) which includes a formal, supervised field experience.
- A 3.25 cumulative average in the master's program.
- Three letters of recommendation, at least one of which should be from a supervisor who has

- knowledge of the applicant's aptitude for the counseling profession.
- Successful experience in a counseling capacity.
- Applicants seeking licensure must complete at least 50% of the required school guidance coursework at BSC as required by the School of Education and Allied Studies.
- Final applicants will be required to interview with a faculty member.
- A completed application, including a five-hundred word personal statement that presents a synthesized, integrated, and self-reflective description of the applicant's career goals as they relate to school guidance counseling.
- A passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL™).

Post Master's Licensure in School Guidance Counseling (Pre-K-8) Program

NOTE:

- 1.) Students must complete CNSG 524 Applied School Counseling before entering the field experience (a minimum grade of "B" is required).
- 2.) Students must complete CNSG 615 Legal and Ethical Issues for the School Guidance Counselor, which can be taken concurrently with either the pre-practicum or practicum experience.
- 3.) Students must complete all required field experience requirements and may not waive the field experience requirement based on previous experience.

Requirements should be taken in the following sequence:

- *CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)
- CNSG 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- CNSG 524 Applied School Counseling (3 credits)
- CNGC 538 Group I: Theory and Process of Group Interaction (3 credits)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNGC 532 Psychological Assessment (3 credits)
- CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)

- CNSG 615 Legal and Ethical Issues for the School Guidance Counselor (3 credits)
- CNSG 570 Advanced Applied Counseling – School Guidance Counselor: Pre-Adolescent (100 hours; 6 credits)
- CNSG 571 Practicum: School Guidance Counselor (PreK-8) (Total of 600 hours; 12 credits)**

Three (3) credits in electives at the 500 level or above

* To be taken within the first 15 credits

**Students will meet with their adviser to plan their fieldwork experience. Students would need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

Post Master's Licensure in School Guidance Counseling (5-12) Program

Requirements should be taken in the following sequence:

- *CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)
- *CNGC 528 Counseling and Development (3 credits)
- *CNGC 529 Multicultural Counseling (3 credits)
- *CNGC 500 Research and Evaluation (3 credits)
- CNSG 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)
- CNSG 524 Applied School Counseling (3 credits)
- CNGC 538 Group 1: Theory and Process of Group Interaction (3 credits)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNGC 532 Psychological Assessment (3 credits)
- CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)
- CNSG 615 Legal and Ethical Issues for the School Guidance Counselor (3 credits)
- CNSG 580 Advanced Applied Counseling – School Guidance Counselor: Adolescent (100 hours; 6 credits)

CNSG 581 Practicum: School Guidance Counselor (5-12) (Total of 600 hours; 12 credits)**

Three (3) credits in electives at the 500 level or above

* To be taken within the first 15 credits

**Students will meet with their adviser to plan their fieldwork experience. Students would need to complete 600 hours of fieldwork in a minimum of two semesters and a maximum of four semesters. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – MENTAL HEALTH COUNSELING (30 CREDIT MINIMUM)

The CAGS in Mental Health Counseling is designed for students who are practicing counselors and do not possess a 60 credit master's degree in counseling or related field and need a CAGS to apply for licensure in Massachusetts as a Mental Health Counselor (CMR 262).

Admission Requirements

- A master's degree in counseling, which has included an applied counseling internship with clinical supervision.
- A 3.25 cumulative average in the master's program.
- Three letters of recommendation at least one of which should be from a supervisor who has knowledge of the applicant's counseling activities.
- Successful experience in a counseling capacity demonstrated by at least one year of full time employment as a counselor.
- Final applicants will be required to interview with a faculty member.
- A completed application including a 500-word personal statement that presents a synthesized, integrated, and self-reflective description of the applicant's career goals as they relate to mental health counseling.

Students accepted in the CAGS in Mental Health Counseling Program will meet with a faculty adviser and design a program based on the current requirements for licensure in Massachusetts. The program will complement previous master's level course work but must include an internship

and a comprehensive examination. The program must be a minimum of 30 graduate credits.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) IN MENTAL HEALTH COUNSELING PROGRAM

*CNGC 510 The Counseling Function in School, Agency/Community and Higher Education Settings (3 credits)

*CNGC 528 Counseling and Development (3 credits)

*CNGC 529 Multicultural Counseling (3 credits)

*CNGC 500 Research and Evaluation (3 credits)

CNMH 534 The Professional Counselor: Standards, Ethics and Legal Issues (3 credits)

CNGC 535 Applied Counseling: Adolescent-Adult (3 credits)

CNGC 538 Group I: Theory and Process of Group Interaction (3 credits)

CNMH 568 Psychopathology (3 credits)

CNGC 532 Psychological Assessment (3 credits)

CNGC 539 Introduction to Career Counseling (3 credits)

CNMH 564 Theories of Psychological Development (3 credits)

CNMH 570 Advanced Applied Counseling: Mental Health Counselor (100 hours; 6 credits)

CNMH 671 CAGS Internship: Mental Health Counselor (Total of 600 hours; 12 credits)**

*To be taken within the first 15 credits

**Students will meet with their adviser to plan their fieldwork experience. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of field work they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two total seminars.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – SCHOOL GUIDANCE COUNSELING (30 CREDITS)

The Certificate of Advanced Graduate Study in School Guidance Counseling Program is for licensed School Guidance Counselors seeking to enhance their expertise through professional development.

Admission Requirements

- A master's degree in counseling
- Initial or professional license as a school guidance counselor
- Three letters of recommendation, at least one from a supervisor, who has knowledge of the applicant's professional experience as a school guidance counselor
- All applicants will be required to interview with a faculty member
- A completed application, including a 500-word personal statement that explains how this CAGS program will contribute to the candidate's professional development as a school guidance counselor

Note: Interested professionals must submit a completed counseling program application by **Oct. 1** for a spring semester admission or **March 1** for a summer/fall semester admission.

Massachusetts Department of Education licensed educators, administrators and professional support personnel are required to renew their professional (formerly "standard") stage licenses every five years. Individuals must engage in sustained professional development that strengthens their professional knowledge and skills as part of the recertification process. Licensed school guidance counselors need between 120 and 150 professional development points (PDPs) to renew their primary licenses. Under the revised recertification regulations, one graduate credit is the equivalent of 22.5 PDPs.

SCHOOL GUIDANCE COUNSELING

- CNSG 605 Orientation to Capstone Experience (1 credit)
- CNGC 610 Counselor Supervision: Principles and Practice (3 credits)
- CNSG 615 Legal and Ethical Issues for the School Guidance Counselor (3 credits)
- CNGC 620 Multicultural Counseling II (3 credits)
- CNGC 625 Enhancing Counseling and Prevention through Technology (3 credits)
- CNGC 542 Group II: The Facilitation of Group Experience (3 credits)
- CNGC 630 Child and Adolescent Psychopathology (3 credits)
- CNSG 607 Capstone Experience (2 credits)

Counseling electives to equal 9 credits (Electives will be determined during the orientation course)

Possible Electives:

- CNGC 529 Multicultural Counseling (3 credits)
- CNGC 536 Applied Counseling: Pre-Adolescent (3 credits)
- CNGC 538 Group I: Theory and Process of Group Interaction (3 credits) (satisfies prerequisite to CNGC 542 Group II: The Facilitation of the Group Experience)
- CNGC 539 Introduction to Career Counseling (3 credits)
- CNGC 544 Introduction to Reality Therapy (3 credits)
- CNGC 546 Parent and Family Counseling (3 credits)
- CNGC 560 Special Topics in Counseling (1-3 credits)
- CNGC 561 Grief Counseling (3 credits)
- CNGC 563 Psychopharmacology for Non-medical Professionals (3 credits)
- CNGC 567 Marital and Family Therapy (3 credits)
- CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits) (satisfies prerequisite to CNGC 625 Enhancing Counseling and Prevention through Technology)
- CNGC 660 Special Topics in Counseling (1-3 credits)
- CNMH 564 Theories of Psychological Development (3 credits)
- CNSA 551 Student Development Theory in Higher Education (3 credits)
- Advanced Testing Course (3 credits)

ELEMENTARY AND EARLY CHILDHOOD EDUCATION

FACULTY

Chairperson: Professor Nancy Witherell

Graduate Program

Coordinators: Professor Ruth Farrar (Reading)
Professor John Marvelle (Elementary and Early Childhood Education)

Professors: Barbara Bautz, Steven Greenberg, Gerald Thornell

Associate

Professors: Rebecca Corwin, Gregory Nelson, Mary Shorey

Assistant

Professors: Elaine Bukowiecki, Lea Schoen, Robert Sylvester

Department Telephone Number: 508.531.1243

Location: Hart Hall, Room 130

Web site: www.bridgew.edu/ElemEd

DEGREE PROGRAMS

- BSE in Elementary Education
- BSE in Early Childhood Education Concentration:
 - Early Education and Care (PreK-K) (Non-Public School Licensure)
- BSE in Elementary Education/MEd Special Education (Teacher of Students with Moderate Disabilities PreK-8) Dual Licensure
- MEd in Elementary Education (Initial Licensure)
- MEd in Elementary Education (Professional Licensure)
- MEd in Elementary Education (Non-Licensure)
- MEd in Early Childhood Education (Initial Licensure)
- MEd in Early Childhood Education (Professional Licensure)
- MEd in Early Childhood Education (Non-Licensure)
- MEd in Reading

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAM (CAGS)

- Reading

POST BACCALAUREATE LICENSURE PROGRAMS

- Early Childhood Teacher of Students with or without Disabilities (PreK-2) (Initial Licensure)
- Elementary Education (Initial Licensure)

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN EDUCATION

ELEMENTARY EDUCATION (1-6)

Students who wish to be elementary teachers are required to select a major in elementary education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

Students must apply for admission and be accepted into professional education after completion of ELED 220 Introduction to Elementary Education and before the professional semester. ELED 220 is the only education course in which students can enroll prior to official acceptance into a professional education program.

The state of Massachusetts requires three Massachusetts Tests for Educational Licensure (MTEL™) for Elementary licensure: Communication and Literacy, General Curriculum (Elementary) and the Foundations of Reading. Beginning in the fall semester of 2007, all three of these exams must be passed as a prerequisite to professional semester courses.

All matriculated undergraduate elementary education degree-seeking students must take the professional semester as a block of courses and must register with the department. These courses are usually taken the semester prior to student teaching.

All undergraduate students seeking licensure must consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to admission to a professional education program and the State Regulations for the Licensure of Educational Personnel and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ELED 220. An additional 40 hours is attached to the professional courses. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education methods courses, students must complete a full-time, semester long student teaching

experience in a local school under the joint supervision of a college supervisor and a supervising practitioner.

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in elementary education (1-6).

This program has been approved by the Massachusetts Department of Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

The following courses are required to complete the elementary education major:

- ENGL 254 Literature for Elementary Education Majors
- GEOG 151 Human Geography
- HIST 131 World History to 1500
- HIST 221 United States History and Constitutions to 1865
- MATH 107 Principles of Mathematics I
- POLI 172 Introduction to American Government
- PSYC 224 Child Psychology
- or
- PSYC 227 Development Through the Life Cycle

Note: Some of the required courses listed above also fulfill certain Core Curriculum Requirements

- *ELED 220 Introduction to Elementary Education
- ELED 300 Elementary Art Methods (.5 credit)
- ELED 310 Teaching Science and Social Studies in the Elementary School
- ELED 330 Teaching Reading in the Elementary School
- ELED 340 Teaching Language Arts in the Elementary School
- ELED 350 Teaching Mathematics in the Elementary School
- ELED 360 Teaching in a Standards-based, Inclusive Elementary Classroom
- ELED 492 Supervised Teaching in Public Schools: Elementary

*To be completed prior to admission to professional education and enrollment in upper division education courses.

BSE ELEMENTARY EDUCATION/MED SPECIAL EDUCATION (TEACHER OF STUDENTS WITH MODERATE DISABILITIES PREK-8) DUAL LICENSURE 5-YEAR PROGRAM

The dual license program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The dual license program is a five-year, 157 credit program that leads to both a BSE in Elementary Education with Initial License in Elementary Education and an MEd in Special Education with endorsement for Initial License as a Teacher of Students with Moderate Disabilities (PreK-8).

The purpose of the program is to develop special education teachers who have an in-depth understanding of special education and the elementary school classroom.

Undergraduate Program Requirements:

- Students must complete a liberal arts or science major

The following courses are required to complete the elementary education major:

- ENGL 254 Literature for Elementary Education Majors
- GEOG 151 Human Geography
- HIST 131 World History to 1500
- HIST 221 United States History and Constitutions to 1865
- MATH 107 Principles of Mathematics I
- POLI 172 Introduction to American Government
- PSYC 224 Child Psychology
- or
- PSYC 227 Development Through the Life Cycle

Note: Some of the required courses listed above also fulfill certain Core Curriculum Requirements

- Additional undergraduate program requirements:
- *SPED 202 Introduction to Special Education
- ELED 310 Teaching Science and Social Studies in the Elementary School
- ELED 330 Teaching Reading in the Elementary School

- ELED 340 Teaching Language Arts in the Elementary School
 ELED 350 Teaching Mathematics in the Elementary School
 ELED 360 Teaching in a Standards-based, Inclusive Elementary Classroom
 or
 SPED 217 Meeting the Needs of All Learners
 ELED 492 Supervised Teaching in Public Schools: Elementary
 SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8)

Graduate Program Requirements:

- Students must complete the following courses:
 EDMC 530 The Teacher as Researcher
 SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8
 SPED 517 Language Skills for Special Needs Learners
 SPED 518 Reading Strategies in Special Education
 SPED 530 Assessment Procedures in Special Education
 SPED 550 Seminar in Special Education
 SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction
 SPED 575 Behavior Interventions in Special Education
 SPED 591 Practicum – Special Education (PreK-8, 5-12)

EARLY CHILDHOOD TEACHER OF STUDENTS WITH OR WITHOUT DISABILITIES (PREK-2) (PUBLIC SCHOOL LICENSURE)

Students who wish to be early childhood teachers are required to select a major in early childhood education as well as a major in the liberal arts or sciences. A major in liberal arts or sciences is a requirement of the Commonwealth of Massachusetts.

The Department of Elementary and Early Childhood Education offers a major in early childhood education for public school licensure, which enables the student to prepare for career opportunities with young children from infancy through age 8. Students are provided with professional preparation in understanding stages of child growth and development, curriculum planning, teaching procedures and program evaluation.

Students seeking public school licensure must apply for admission and be accepted into professional education after completion of ECED 230 and before the professional

**To be completed prior to admission to professional education and enrollment in upper division education courses.*

semester. ECED 230 is the only education course in which students can enroll prior to official acceptance into a professional education program.

The state of Massachusetts requires three Massachusetts Tests for Educational Licensure (MTEL) for Early Childhood PreK-K (public school) licensure: Communication and Literacy, Early Childhood and the Foundations of Reading. Beginning in the fall semester of 2007, all three of these exams must be passed as a prerequisite to professional semester courses.

All matriculated day students seeking this Early Childhood Education degree must take the professional semester as a block of courses and must register with the department. These courses are usually taken the semester prior to student teaching. Part-time students should contact the department concerning special scheduling arrangements.

Students seeking professional licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ECED 230, 15 hours at a preschool or kindergarten level and 25 hours at the kindergarten or primary level. An additional 40 hours is attached to the professional courses. Undergraduates who are not taking these courses together in a professional block must meet with their professor to plan appropriate prepractica experiences.

After completing all education professional courses, students must complete a full-time, semester long student teaching experience in a local school under the joint supervision of a college supervisor and a supervising practitioner.

Students successfully completing this program will be eligible to meet Commonwealth of Massachusetts teacher initial licensure requirements for the Early Childhood Teacher of Students with or without Disabilities (PreK-2) license.

The following courses are required to complete the early childhood education major:

- *ECED 230 The Basics of Early Childhood Education
- ECED 300 Early Childhood Art Methods (.5 credit)
- ECED 311 Science and Social Studies Inquiry for the Young Child
- ECED 332 Reading Development for the Young Child
- ECED 342 Language Arts for the Young Child

School of Education and Allied Studies

- ECED 352 Developmental Mathematics for the Young Child
 ECED 361 Creating an Effective Early Childhood Environment
 ECED 496 Supervised Teaching in Public Schools: Early Childhood
 ECED 497 Supervised Teaching in an Integrated Early Childhood Setting

Cognate Requirement:

- PSYC 224 Child Psychology
 SPED 203 Cultural Diversity Issues in School and Society
 SPED 211 The Early Childhood Learner with Special Needs

**To be completed prior to admission to professional education and enrollment in upper division education courses.*

EARLY EDUCATION AND CARE (PREK-K) CONCENTRATION (NON PUBLIC SCHOOL LICENSURE)

The Department of Elementary and Early Childhood Education offers a concentration in Early Education and Care (PreK-K) which enables students to prepare for career opportunities with young children from infancy to age six. Students are provided with professional preparation in understanding the developmental stages of very young children, effective curriculum planning, teaching methodology and program evaluation.

The concentration in Early Education and Care (PreK-K) requires a 2.5 GPA in the major and does not lead to public school licensure. This concentration will meet all current and projected requirements of the Department of Early Education and Care. This concentration does not require a second major or passing the Massachusetts Tests for Educational Licensure (MTEL™), as is the case with public school licensure.

The following courses are required to complete the Early Childhood major with a concentration in Early Education and Care (PreK-K).

Required education courses:

- ECED 230 The Basics of Early Childhood Education
 ECED 380 Creative Techniques in Early Childhood
 ECPK 320 Language Development and Early Literacy

**To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

- ECPK 321 Project-Based, Standards-Rich Learning in Early Childhood, PreK-K
 ECPK 322 Observation and Assessment in Early Childhood, PreK-K
 ECPK 323 Managing Positive Environments for Children, PreK-K
 ECPK 490 Mentored Program Observation, PreK-K
 ECPK 491 Mentored Performance Fieldwork I, PreK-K
 ECPK 492 Mentored Performance Fieldwork II, PreK-K (6 credits)

Choose one of the following:

- COMM 365 Introduction to Intercultural Communication
 PSYC 230 Cross-Cultural Psychology
 SCWK 334 Intervention with Family Systems
 SOCI 203 The Family

Cognate Requirements:

- PSYC 224 Child Psychology
 SPED 203 Cultural Diversity Issues in School and Society
 SPED 211 The Early Childhood Learner with Special Needs

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Ruth Farrar (Reading), Dr. John Marvelle (Elementary and Early Childhood Education)

The Department of Elementary and Early Childhood Education offers several programs designed to meet the needs of graduate students: post baccalaureate programs and master's degrees that allow students to apply for initial licensure in elementary education (1-6) or early childhood education (PreK-2); and master's degree programs that allow students to apply for professional licensure. The department also offers a Master of Education degree in Reading for educators seeking an additional license as a teacher specialist (all levels) of reading. In addition, a CAGS in Education in Reading is available.

POST BACCALAUREATE PROGRAM: INITIAL LICENSE - ELEMENTARY EDUCATION (1-6)

This program is designed for persons who have a bachelor's degree and seek initial licensure in elementary education (1-6). This is a day program only. A liberal arts or science undergraduate major or its equivalent is required. A minimum 2.8 undergraduate GPA is required for admission to the program. This program has been approved by the

Massachusetts Department of Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the introductory course. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, and science and social studies.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Students must complete the following courses:

- GRPP 501 Graduate Program Planning (1 credit)
- ★ELED 220 Introduction to Elementary Education
- ELED 300 Elementary Art Methods (.5 credit)
- ELED 310 Teaching Science and Social Studies in the Elementary School
- ELED 330 Teaching Reading in the Elementary School
- ELED 340 Teaching Language Arts in the Elementary School
- ELED 350 Teaching Mathematics in the Elementary School
- ELED 360 Teaching in a Standards-based, Inclusive Elementary Classroom
- ELED 492 Supervised Teaching in Public Schools: Elementary

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in elementary education (1-6).

MASTER OF EDUCATION IN ELEMENTARY EDUCATION (INITIAL LICENSURE)

This program is designed for persons who have a bachelor's degree and seek initial licensure in elementary education (1-6).

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

Admission Requirements

- (1) A 2.80 undergraduate GPA based upon four years of work.
- (2) A qualifying score on the Communications, Literacy Skills and the Elementary Education portions of the Massachusetts Test for Educator Licensure (MTEL™)
- (3) Three appropriate letters of recommendation.

Students seeking initial licensure should consult the section of this catalog entitled *School of Education and Allied Studies* for professional education admission and retention information and institutional deadlines. Admission to professional education includes successful completion of ELED 510 Fundamentals of Elementary Education and its 40-hour prepracticum.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the course ELED 510. An additional 40 hours is attached to the professional course: reading, language arts, mathematics, science and social studies.

All accepted students must enroll under the directions of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Students must complete the following courses:

- GRPP 501 Graduate Program Planning (1 credit)
- ELED 510 Fundamentals of Elementary Education (3 credits)
- ELED 511 Theory and Practice in Teaching Reading (3 credits)
- ELED 512 Theory and Practice in Teaching Language Arts (3 credits)
- ELED 513 Mathematical Applications for the Classroom (3 credits)
- ELED 514 Exemplary Practice in Science and Social Studies Classrooms (3 credits)
- ELED 515 Differentiating Instruction: Creating Inclusive Classrooms (3 credits)
- ELED 592 Practicum: Elementary Education (12 credits)
- EDMC 530 The Teacher as Researcher

Exit Requirement: A student teaching documentation package (competency portfolio).

MASTER OF EDUCATION IN ELEMENTARY EDUCATION (PROFESSIONAL LICENSURE)

This degree program is designed for persons who hold initial licensure in elementary education (grades 1-6) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent DOE licensure regulations.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

Admission Requirements

- 1) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed in the junior and senior years.
- 2) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- 3) Three appropriate letters of recommendation.
- 4) An initial teaching license with one year full-time teaching experience.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Core Courses 15 credits

- EDMC 530 The Teacher as Researcher
- EDMC 531 The Standards-Based Classroom: Curriculum
- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 The Professional Teacher (final program course)

Program Content Electives 15 credits

Persons seeking professional licensure:

- Elect five graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and science disciplines. Alternative courses must be approved by the program coordinator.
- No more than two courses should be in any one arts and science discipline.

- Suggested disciplines: art, English, history, mathematics, reading and sciences.

- Adviser course approval is required

This degree program is also offered to elementary school teachers who already hold a standard level or professional license. In such cases, it is offered for professional development purposes and may be individualized.

POST BACCALAUREATE PROGRAM: INITIAL LICENSE – EARLY CHILDHOOD: TEACHER OF STUDENTS WITH AND WITHOUT DISABILITIES (PREK-2)

This program is designed for persons who have a bachelor's degree and seek initial licensure in early childhood education (PreK-2). This is a day program only. A liberal arts or science undergraduate major or its equivalent is required. A minimum 2.8 undergraduate GPA is required for admission to the program. This program has been approved by the Massachusetts Department of Education and includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Students should consult the "School of Graduate Studies" section of this catalog for information regarding graduate program application procedures and admission standards.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Students must complete 80 hours of prepractica experience. A 40-hour experience is attached to the introductory course. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics and science and social studies. All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Students must complete the following courses:

- GRPP 501 Graduate Program Planning (1 credit)
- *ECED 230 The Basics of Early Childhood Education
- ECED 300 Early Childhood Art Methods (.5 credit)
- ECED 311 Science and Social Studies Inquiry for the Young Child
- ECED 332 Reading Development for the Young Child
- ECED 342 Language Arts for the Young Child

School of Education and Allied Studies

- ECED 352 Developmental Mathematics for the Young Child
- ECED 361 Creating an Effective Early Childhood Environment
- ECED 496 Supervised Teaching in the Public School: Early Childhood (6 credits)
- ECED 497 Supervised Teaching in an Integrated Early Childhood Setting (6 credits)

Students successfully completing the program are eligible to apply for initial Massachusetts licensure in Early Childhood: Teacher of Students with or without Disabilities (PreK-2).

**To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (INITIAL LICENSURE)

This program is designed for persons who have a bachelor's degree and seek initial licensure in early childhood education (PreK-2).

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

Admission Requirements

- (1) A 2.80 undergraduate GPA based upon four years of work.
- (2) A qualifying score on the communications, literacy skills and the early childhood portions of the Massachusetts Test for Educator Licensure (MTEL™)
- (3) Three appropriate letters of recommendation.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and institutional deadlines. Admission to professional education includes successful completion of ECED 510, 25 hours in a K-2 setting, 15 hours preschool. An additional 40 hours is attached to the professional courses: reading, language arts, mathematics, science and social studies.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Students must complete the following courses:

- GRPP 501 Graduate Program Planning (1 credit)
- ECED 510 Fundamentals of Early Childhood (3 credits)
- ELED 511 Theory and Practice in Teaching Reading (3 credits)
- ELED 513 Mathematical Applications for the Classroom (3 credits)
- ELED 514 Exemplary Practice in Science and Social Studies Classrooms (3 credits)
- ELED 515 Differentiating Instruction: Creating Inclusive Classrooms (3 credits)
- ECED 563 Early Childhood Curriculum: Ages 5-7 (3 credits)
- ECED 596 Practicum: Early Childhood Education (12 credits)
- ECED 597 Practicum: Preschool (6 credits)
- EDMC 530 The Teacher as Researcher (3 credits)

Exit Requirement: A student teaching documentation package (competency portfolio).

MASTER OF EDUCATION IN EARLY CHILDHOOD EDUCATION (PROFESSIONAL LICENSURE)

This degree program is designed for persons who hold initial licensure in early childhood education (grades PreK-2) and are seeking professional licensure in the Commonwealth of Massachusetts. The program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure as set forth in the most recent DOE licensure regulations.

Admission Requirements

- (1) A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed in the junior and senior years.
- (2) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- (3) Three appropriate letters of recommendation.
- (4) An initial teaching license with one year full-time teaching experience.

Students should consult the "School of Graduate Studies" section of the catalog for information regarding graduate program application policies and procedures.

All accepted students must enroll under the direction of their adviser in GRPP 501 Graduate Program Planning, which is described under "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog.

Program Requirements

Core Courses

15 credits

- EDMC 530 The Teacher as Researcher
- EDMC 531 The Standards-Based Classroom: Curriculum
- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 The Professional Teacher (final program course)

Program Content Electives

15 credits

Persons seeking professional licensure:

- Elect five graduate courses (400 level U/G or 500 level), approved by the program adviser, from arts and science disciplines. Alternative courses must be approved by the program coordinator.
- No more than two courses should be in any one arts and science discipline.
- Suggested disciplines: art, English, history, mathematics, reading and sciences.
- Adviser course approval is required

This degree program is also offered to elementary school teachers who already hold a standard level or professional license. In such cases, it is offered for professional development purposes and may be individualized.

MASTER OF EDUCATION IN READING

Program Coordinator: Dr. Ruth Farrar

The graduate reading program offers the degree of Master of Education with a specialty in reading and institutional endorsement for Massachusetts licensure as Teacher of Reading Specialist (all levels). Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the advisory group to the National Council of Accreditation of Teacher Education (N.C.A.T.E.) Joint Task Force of the International Reading Association (I.R.A.), Reading/Literacy Specialist. Candidates must complete all of the following course requirements and program requirements. As part of their program, students must satisfactorily complete the following curriculum:

- READ 550 Improving Literacy Instruction (3 credits)
- READ 551 Case Studies in Literacy Acquisition and Development (3 credits)
- READ 552 Literacy Assessment Principles and Techniques (3 credits)
- READ 553 Issues in Literacy Education for Social Justice (3 credits)
- READ 554 Research in Literacy Teaching and Learning (3 credits)
- READ 555 Supervision and Administration of Literacy Programs (3 credits)
- READ 556 Literacy Curriculum Development and Implementation (3 credits)
- READ 558 Practicum Experience for the Consulting Teacher of Reading I (3 credits)
- READ 559 Practicum Experience for a Consulting Teacher of Reading II (3 credits)
- READ 560 Literacy Research Seminar (3 credits)

Admission Requirements

The reading program designates the teacher of reading license as a specialist teacher license. Program prerequisites include Massachusetts teaching licensure and at least one year of teaching experience under the area of licensure.

- 1.) A 2.8 undergraduate GPA based on four years of work or a 3.0 undergraduate GPA based on work completed in the junior and senior years
- 2.) A composite score of 900 (clear admit) or 600 (conditional admit) in the quantitative and verbal parts of the GRE General Test
- 3.) (a) Possession of an active Massachusetts State Department of Education (MADOE) licensure as Reading Specialist or
(b) A qualifying score on the Massachusetts Test for Educator Licensure (MTEL™) Communication and Literacy Skills (01)
- 4.) One year of experience teaching in the area of licensure
- 5.) A rating of "one" on three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant's aptitude for advanced scholarship)
- 6.) Foundation knowledge in computer technology (Microsoft Word and Office)

Program Requirements

1. Successful completion of the Literacy Professional's Library
2. An oral presentation or exhibit pertaining to a topic in literacy
3. Successful completion of two 200-hour practica

School of Education and Allied Studies

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

4. Successful completion of a Literacy Professional's Portfolio
5. Support for the work of professional literacy organizations
6. A passing score on the written comprehensive examination
 - (a) Professional licensure as a reading specialist with the Massachusetts State Department of Education or
 - (b) Initial licensure with the Massachusetts State Department of Education and a passing score on the Massachusetts Test for Educator Licensure (MTEL™) of communication and literacy skills. To be accepted for practicum experiences (READ 558 and READ 559), candidates must provide documentation of a passing score on the MTEL™ Reading Subject Test (08).

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – READING

The graduate reading program offers the Certificate of Advanced Graduate Study in Reading with an option for institutional endorsement for Massachusetts licensure as Teacher of Reading (all levels). The 30-credit program is offered to cohort groups who move through the entire program together. To enhance the experience, courses are scheduled on Saturdays during the academic year and as two-week intensives in the summer.

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater State College graduates who apply to and are accepted into the doctoral program in reading at UMass-Lowell may apply 12 of the credits earned toward the 48 credits required as part of the doctorate degree.

Program learning experiences and outcomes are designed to meet the recommendations of the Professional Standards and Ethics Committee and the Advisory Group to the National Council of Accreditation of Teacher Education (NCATE) Joint Task Force of the International Reading Association (IRA), reading/literacy supervisor and consultant.

Admission Requirements

1. Master's degree from an accredited college or university
2. A rating of "one" on three letters of recommendation (at least one from teaching supervisor and one who has knowledge of applicant's aptitude for advanced scholarship)

3. 3.0 graduate GPA
4. Possession of an active Massachusetts State Department of Education (MADOE) professional teacher license
5. (a) Possession of MADOE licensure as Reading Specialist or (b) A qualifying score on the Massachusetts Test for Educator Licensure (MTEL™) Communications and Literacy Skills (01)
6. Three years of experience teaching in the area of licensure
7. Foundational knowledge in computer technology (Microsoft Word and Office)

Candidates must complete all of the following course requirements and program requirements.

Course Requirements (30 credits)

- READ 650 Research in Literacy Curriculum and Instruction (3 credits)
- READ 651 Socio-psycholinguistics and Critical Literacy (3 credits)
- READ 652 Cultural Foundations of Literacy (3 credits)
- READ 653 Diagnosis, Assessment and Evaluation of Student Performance and Program Effectiveness (3 credits)
- READ 654 Principles and Programs in Professional Development (3 credits)
- READ 655 Case Studies in K-12 Literacy Curriculum and Instruction (3 credits)
- READ 670 Seminar (3 credits)
- INST 552 Multimedia for Educators (3 credits)
With adviser's consent, another 500- or 600-level course in instructional technology may be substituted for INST 552.

Suggested alternatives:

- READ 681 CAGS Literacy Practicum (6 credits)
- READ 682 CAGS Literacy Practicum II (1 credit), as needed

Program Requirements

1. Successful completion of a research project in exemplary literacy practices
2. Successful completion of a multimedia exhibit in exemplary literacy practices
3. Support for the work of professional literacy organizations
4. Successful defense of the research project and multimedia exhibit

MOVEMENT ARTS, HEALTH PROMOTION AND LEISURE STUDIES

FACULTY

Chairperson:	Professor Samuel Baumgarten
Graduate Program Coordinator:	Professor Robert Haslam
Professors:	Marcia Anderson, Edward Braun, Janice Harris, Edward Hart, Joseph Huber, Nancy Moses, Amos Nwosu
Associate Professors:	Lydia Burak, Kathleen Laquale, Ellyn Robinson, Pamela Russell
Assistant Professors:	Robert Colandreo, Jinhong Jung, Karen Pagnano, Maura Rosenthal

Department Telephone Number: 508.531.1215
Location: Tinsley Center, Room 232A
Web site: www.bridgew.edu/MAHPLS

DEGREE PROGRAMS

- BA in Physical Education (Awarded for completion of major core)
- BS in Health Education
- BS in Physical Education (Awarded for completion of major core and selected concentration)
 Concentrations: Athletic Training Education Program (ATEP), Coaching, Exercise Science/Health Fitness, Motor Development Therapy/Adapted Physical Education, Recreation, Recreation and Fitness Club Administration, Teacher Licensure in Physical Education PreK-8 and 5-12
- MEd in Health Promotion
- MS in Physical Education
 Concentrations: Adapted Physical Education, Applied Kinesiology, Athletic Training, Human Performance and Health Fitness, Strength and Conditioning, individualized program

POST BACCALAUREATE TEACHER LICENSURE PROGRAMS

- Physical Education
- Health (Health, Family and Consumer Sciences)

UNDERGRADUATE MINORS

- Coaching
- Dance*
- Exercise Physiology
- Health Promotion
- Health Resources Management*
- Recreation

Interdisciplinary Minor*

The Department of Movement Arts, Health Promotion, and Leisure Studies offers both undergraduate and graduate programs in the areas of health promotion and physical education.

At the undergraduate level the department offers a major in physical education which leads to a Bachelor of Science or Bachelor of Arts degree and a major in health education which leads to a Bachelor of Science degree. Minors in coaching, dance, exercise physiology, health promotion, health resources management and recreation, are also offered.

A minor in dance is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Communication Studies and Theater Arts.

A minor in health resources management is offered jointly by the Department of Movement Arts, Health Promotion and Leisure Studies and the Department of Management.

Graduate study offered by the department includes a program in the area of health promotion, which leads to a Master of Education in Health Promotion and a program in the area of physical education, which leads to a Master of Science in Physical Education. Post baccalaureate programs for initial teacher licensure in physical education and health education are available and are described under the department's graduate programs.

DEPARTMENT OBJECTIVES

1. Provide a quality physical education liberal arts major program with a variety of concentrations providing advanced professional preparation.
2. Provide quality physical education activity courses to assist students in developing lifetime activity patterns.
3. Provide a quality health education major program with courses that deal with health promotion issues and healthy living styles.

4. Instill an atmosphere of health and well being for students.

CAREER OPPORTUNITIES

The physical education major program is an arts and science major. Career opportunities are tied to the concentrations where a student develops knowledge and application of that knowledge in a professional capacity.

The health education major can work in schools, public health agencies, nonprofit organizations, hospitals, colleges and universities, business and industry.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS/BACHELOR OF SCIENCE

The Department of Movement Arts, Health Promotion and Leisure Studies offers the physical education major an opportunity to elect an area of study from among eight concentrations. In addition, a comprehensive health education major may be selected.

Many of these programs have been developed to prepare graduates to pursue career opportunities in community-based organizations such as business, industry, agencies and hospitals. These programs, which include field experiences in various settings in the community, have expanded the role of the professional in the fields of physical education and health promotion beyond the teaching environment in schools, thus preparing the graduate for new career opportunities.

Initial teacher licensure programs in both health and physical education are also available for those students who wish to teach in the public schools. These students may elect one of two initial teacher licensure concentrations in physical education (PreK-8) (5-12) or the teacher licensure option in the health education major (PreK-12).

HEALTH EDUCATION MAJOR

Health education can lead to the improved health status of individuals, families and communities. It involves the use of systematic strategies to improve health knowledge, attitudes, skills and behaviors. Health educators work in schools, public health agencies, voluntary nonprofit organizations, hospitals, colleges and universities, business and industries.

The 42-credit health education major is designed to guide students through learning experiences that empha-

size the multiple dimensions of health, and draws on the behavioral and natural sciences as well as health science and public health. The major is designed to prepare students to design, implement, and evaluate scientifically and methodologically sound health education experiences, and to equip students with the professional skills that will enable them to be proficient practitioners.

Students wishing to pursue teaching licensure in health/family and consumer sciences must meet the criteria for admission to professional education programs. Those interested in teacher licensure should refer to the "Secondary Education and Professional Programs" section of this catalog.

Required Courses:

HEAL 200 Principles and Practices of Health Education
HEAL 300 Current Issues in Health
HEAL 401 Human Sexuality
HEAL 405 Drugs in Society
HEAL 407 Stress Management
HEAL 430 Epidemiology and Community Health
HEAL 450 Health Promotion Strategies
HEAL 451 Program Planning in Health Promotion
HEAL 471 Nutrition
HEAL 477 Environmental and Consumer Health

Cognate Courses:

BIOL 251 Human Anatomy and Physiology I
PHED 200 Fitness for Life
PSYC 227 Development Through the Life Cycle
SPED 203 Cultural Diversity Issues in School and Society

Teacher Licensure Option Requirements:

*EDHM 210 Introduction to Teaching
EDHM 235 Learning and Motivation
EDHM 335 Assessment and Planning
EDHM 445 Content Area Reading, Writing and Study Skills
HEAL 491 Field Based Pre-Practicum in Health
HEAL 492 Practicum in Student Teaching-Health

**To be completed prior to admission to Professional Education and enrollment in any other education courses.*

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

PHYSICAL EDUCATION MAJOR

Students majoring in physical education must achieve a minimum of C- in all core courses (not cognates) and repeat any core courses in which they receive a grade lower than C-. In addition students must complete a minimum of 120 credits for graduation. This requirement includes the following 39 credit major courses and cognates:

- PHED 100 Applied Musculoskeletal Anatomy
- PHED 117 Historical and Philosophical Foundations of Sport and Physical Education
- PHED 217 Principles of Motor Learning
- PHED 318 Socio-Cultural Foundations of Sport
- PHED 385 Biomechanics
- PHED 401 Physiology of Exercise

At least one of the following:*

- PHED 146 Dance Appreciation
- PHED 251 Dance History
- PHED 255 Creative Dance I
- PHED 256 Creative Dance II
- or any 300-400 level ATTR, HEAL, PHED, or RECR course

9 credits in physical education activity courses**

All majors in physical education must accumulate at least nine (9) credits in activity courses. The nine credits must come from at least six (6) different types of activity classes. (Taking the second level of a course after having taken the first level will not count as part of the six activity classes.) Each concentration will determine its own requirements for the nine credits and will not necessarily require a spreading of activities throughout the current A-E categories. The major who elects the individualized program will, with the consent of the adviser, select appropriate activities from categories A-E.

**Some concentrations or licensure programs have specific course requirements. Contact the department chairperson or faculty program liaison for information on these requirements.*

***Concentrations have selected appropriate physical education activity course(s). A maximum of six credit hours in physical education courses may be used toward graduation (this does not apply to physical education majors, dance minors and students enrolled in the Theater, dance and speech communication concentration in the communication arts and sciences major).*

Cognates:

- BIOL 100 General Principles of Biology
- or
- BIOL 102 Introduction to Zoology
- HEAL 102 Health and Wellness
- PSYC 100 Introductory Psychology
- or

PSYC 227 Development Through the Life Cycle

The remaining credits necessary for completion of the degree include the general education requirements and one or more of the following selections:

1. elect from the seven concentrations listed below available to the physical education major;
2. develop an individualized program of study (with assistance of an adviser);
3. combine the physical education major with a major or minor in another discipline;
4. combine several of the above.

ATHLETIC TRAINING EDUCATION PROGRAM (ATEP) CONCENTRATION

This concentration is accredited by the Commission on Accreditation of Athletic Training Education (CAATE), and prepares the athletic training student with the necessary academic and clinical experiences to sit for the National Athletic Trainer's Board of Certification Examination. The program includes courses in injury prevention, recognition, assessment and immediate care of athletic injuries, health care administration and professional development and responsibility.

Admission into the program is limited and competitive. Students interested should contact the director of the Athletic Training Education Program (ATEP) during their first semester at the college.

- ATTR 240 Introduction into Athletic Training
- ATTR 241 Apprenticeship in Athletic Training
- ATTR 340 Sports Injury Management - Lower Extremity
- ATTR 341 Sports Injury Management - Upper Extremity
- ATTR 342 Clinical Application of Basic Athletic Training Skills
- ATTR 343 Clinical Application of Intermediate Athletic Training Skills
- ATTR 442 Therapeutic Exercise
- ATTR 443 Pharmacology for the Physically Active
- ATTR 450 Therapeutic Modalities
- ATTR 454 Clinical Application of Advanced Athletic Training Skills
- ATTR 455 Professional Preparation in Athletic Training
- ATTR 490 Administration of Athletic Training

Cognate courses:

- BIOL 280 Human Physiology

or
BIOL 252 Human Anatomy and Physiology II
PHYS 181 Elements of Physics I
HEAL 471 Nutrition

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

COACHING CONCENTRATION

This concentration prepares the physical education major to apply concepts and principles related to all aspects of coaching, including the player, team, coach and administration of athletic programs for youth and adults. The field experience is an important aspect of this concentration.

ATTR 112 Sports First Aid
PHED 414 Coaching
PHED 416 Planning and Implementing Coaching Leadership Strategies
PHED 498 Field Experience in Physical Education
RECR 461 Organization and Administration in Recreation

Activity Requirements

PHED 152 Theory and Practice of Lifeguard Training
PHED 204 Theory and Practice of Progressive Resistance Training
PHED 209 Theory and Practice of Metabolic Training

One activity from Individual Sports Category
One activity from Team Sports Category
One activity from Individual or Team Sports Category

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

EXERCISE SCIENCE/HEALTH FITNESS CONCENTRATION

This concentration prepares students for career opportunities in health and fitness in such settings as indus-

try, hospitals, agencies, education and human service organizations. Emphasis is on human performance and cardiovascular health, which includes physical health evaluation, graded exercise tests, exercise prescription and physical activity program development. A field experience off campus in a setting identified above is an important aspect of this concentration.

**HEAL 471 Nutrition

PHED 201 Apprenticeship in Exercise Science and Health Fitness
PHED 400 Physiology and Techniques of Strength Fitness
PHED 402 Exercise Metabolism
PHED 403 Cardiovascular Analysis Evaluation and Rehabilitation
PHED 404 Exercise Prescription
PHED 405 Exercise Circulation: Mechanisms and Morphology
PHED 409 Planning, Implementing and Evaluating Fitness Programs
PHED 498 Field Experience in Physical Education
Activity requirements
PHED 163 Aerobics
PHED 204 Theory and Practice of Progressive Resistance Training
PHED 209 Theory and Practice of Metabolic Training
Four additional credits of activities

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MOTOR DEVELOPMENT THERAPY/ADAPTED PHYSICAL EDUCATION CONCENTRATION

This concentration prepares the physical education major to work with children, youth and adults with disabilities. The program focuses on physical education to meet the developmental, sport, dance and leisure time needs of special populations as well as the emotional and social needs of individuals with disabilities. The concentration prepares graduates for career opportunities in rehabilitation centers, clinics, hospitals, and social agencies as well as private and public schools. Opportunities for practical experience are provided through off-campus field experiences as well as the department-sponsored Children's Physical Developmental Clinic.

*** Courses in concentration identified as part of major*

- **PHED 324 Physical and Motor Development of Individuals with Disabilities
- PHED 451 Prosthetics and Orthotics
- PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions
- PHED 498 Field Experience in Physical Education
- PSYC 224 Child Psychology
- or
- PSYC 226 Adolescent Psychology
- PSYC 327 Psychology of Exceptional Children
- or
- PSYC 328 Psychology of Mental Retardation
- PSYC 355 Behavior Analysis
- PSYC 370 Abnormal Psychology

Students with a liberal arts major in physical education and a major in special education may select the motor development therapy/adapted physical education concentration. The academic program for the concentration is adjusted slightly to accommodate those students.

- PHED 324 Physical and Motor Development of Individuals with Disabilities
- PHED 451 Prosthetics and Orthotics
- PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions
- PSYC 224 Child Psychology
- or
- PSYC 226 Adolescent Psychology
- SPED 202 Introduction to Special Education
- SPED 203 Cultural Diversity Issues in School and Society

* Some concentrations or licensure programs have specific course requirements. Contact the department chairperson or faculty program liaison for information on these requirements.

- SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

RECREATION CONCENTRATION

This concentration provides the physical education major with the knowledge and skills necessary to pursue careers in a wide variety of leisure service settings. Specifically, students who have combined the

study of physical education with the recreation concentration will be capable of arranging leisure time experiences and providing leadership for children and adults in government, industry and community service agencies.

- RECR 230 Introduction to Recreation
- RECR 332 Leadership and the Group Process
- RECR 461 Organization and Administration in Recreation
- RECR 462 Programming for Recreation and Leisure
- RECR 498 Field Experience in Recreation (recommended elective experience)
- SOCI 102 Introduction to Sociology
- One of the following:
- *PHED 146 Dance Appreciation
- *PHED 324 Physical and Motor Development of Individuals with Disabilities
- *PHED 465 Theory and Development of Play
- *PHED 470 Sociology of Sport

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

RECREATION AND FITNESS CLUB ADMINISTRATION CONCENTRATION

A concentration in recreation and fitness club administration prepares physical education majors to work with a variety of clientele at recreation and commercial fitness clubs. Concepts and principles related to cardiovascular health, physical activity and recreation program development and administration are emphasized. Practical field experiences are an essential component of this concentration.

- PHED 400 Physiology and Techniques of Strength Fitness
- PHED 404 Exercise Prescription
- PHED 409 Planning, Implementing and Evaluating Fitness Programs
- RECR 332 Leadership and the Group Process
- RECR 461 Organization and Administration in Recreation
- PHED 498 Field Experience in Physical Education

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic

** Courses in concentration identified as part of major.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

TEACHER LICENSURE CONCENTRATIONS

The teacher licensure options available to students are noted.

Teacher Licensure in Physical Education - (PreK-8)

Prerequisites:

1. Acceptance in physical education major
2. Acceptance in School of Education and Allied Studies teacher preparation program

Required Courses:

- *PHED 205 Introduction to Teaching Physical Education in the Public Schools
- PHED 210 Developmental Kinesiology
- PHED 225 Observation and Analysis of Movement for Children
- **PHED 324 Physical and Motor Development of Individuals with Disabilities
- PHED 326 Teaching Physical Education to Children
- PHED 329 Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 495 Field Based Pre-Practicum (PreK-8) - Physical Education
- PHED 496 Practicum in Student Teaching (PreK-8) - Physical Education
- PSYC 227 Development Through the Life Cycle

Current certificate from the American Red Cross for Standard First Aid and CPR.

Specific physical education activities pertinent to teaching at this level as identified by the Teacher Preparation Committee.

A grade of C- or better is necessary in each of the courses listed above to be admitted to student teaching.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

** To be completed prior to admission to professional education and enrollment in all other teacher licensure courses.*

*** Courses in concentration identified as part of major.*

ation requirements, see the "Undergraduate Academic Policies" section of this catalog.

Teacher Licensure in Physical Education - (5-12)

Prerequisites:

1. Acceptance in physical education major
2. Acceptance in School of Education and Allied Studies teacher preparation program

Required Courses:

- *PHED 205 Introduction to Teaching Physical Education in the Public Schools
- PHED 210 Developmental Kinesiology
- PHED 212 Strategies and Analysis of Motor Skills
- PHED 315 Teaching Team and Individual Sports
- **PHED 324 Physical and Motor Development of Individuals with Disabilities
- PHED 329 Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 491 Field Based Pre-Practicum (5-12) - Physical Education
- PHED 492 Practicum in Student Teaching (5-12) - Physical Education
- PSYC 227 Development Through the Life Cycle

Current certificate from the American Red Cross for Standard First Aid and CPR.

A grade of C- or better is necessary in each of the courses listed above to be admitted to student teaching.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MINOR PROGRAMS

COACHING MINOR

The coaching minor meets the needs of the coaching profession by providing an opportunity for students who are not majoring in physical education to combine the study of coaching with a major in any discipline. This multidisciplinary program approach will prepare the student for coaching related careers in community-based organizations such as youth sports programs, church programs, recreational settings and school settings.

- ATTR 112 Sports First Aid
 PHED 200 Fitness for Life
 PHED 210 Developmental Kinesiology
 PHED 217 Principles of Motor Learning
 PHED 414 Coaching
 PHED 416 Planning and Implementing Coaching Leadership Strategies
 PHED 498 Field Experience in Physical Education (3 credits only)

DANCE INTERDISCIPLINARY MINOR

This program, offered in cooperation with the Department of Theater and Dance, is designed to give students an overall experience and appreciation for dance as an art form and educational vehicle. It is designed to supplement major work in Theater arts, physical education, music, art and elementary education. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Courses include:

- THEA/PHED 155 Dance Practicum (two semesters)
 THEA/PHED 251 Dance History
 THEA/PHED 255 Creative Dance I
 THEA/PHED 256 Creative Dance II
 THEA/PHED 357 Dance Production Theory
 THEA/PHED 358 Dance Production Techniques
 PHED 154 Ballet

Six credits in the following:

- PHED 237 Theory and Practice of Jazz Dance, Fall
 PHED 242 Theory and Practice of Ballet, Fall
 PHED 245 Theory and Practice of Ballet, Spring
 PHED 247 Theory and Practice of Jazz Dance, Spring
 PHED 248 Theory and Practice of Modern Dance, Fall
 PHED 249 Theory and Practice of Modern Dance, Spring
 PHED 259 Dance Repertory
 PHED 271 Theory and Practice of Tap Dance

Choose one:

- PHED 161 Folk Dance
 PHED 164 Square Dance
 PHED 168 Ballroom Dance
 PHED 268 Ballroom Dance II – Theory, Practice and Performance

MUSC 160 Music: A Listening Approach is recommended but not required.

(All activity courses successfully completed in this minor count toward the minimum 120 degree credits required for graduation.)

EXERCISE PHYSIOLOGY MINOR

A minor in exercise physiology is available to students not majoring in physical education who desire in-depth study of how the body reacts to participation in physical exercise. Emphasis is on strength development, cardiovascular function, metabolism, exercise prescription and the interaction of body systems. Career opportunities are available in health and fitness settings associated with industry, hospitals, agencies and human service organizations.

- HEAL 471 Nutrition
 PHED 400 Physiology and Techniques of Strength Fitness
 PHED 401 Physiology of Exercise
 PHED 402 Exercise Metabolism
 PHED 403 Cardiovascular Analysis, Evaluation, and Rehabilitation
 PHED 404 Exercise Prescription
 BIOL 102 Introduction to Zoology

HEALTH PROMOTION MINOR

The department offers a health promotion minor which is open to all undergraduates. The health promotion minor provides an opportunity for students to combine the study of health with a major in any discipline. This multidisciplinary program approach will prepare the student for health-related careers in community-based organizations, such as business, industry, hospitals and agencies that deal with health problems, health promotion or health services.

- HEAL 102 Health and Wellness
 HEAL 401 Human Sexuality
 HEAL 405 Drugs in Society
 HEAL 430 Epidemiology and Community Health
 HEAL 471 Nutrition
 HEAL 477 Environmental and Consumer Health

Elective (choose one):

- HEAL 300 Current Issues in Health
 HEAL 302 American Red Cross Standard First Aid
 HEAL 407 Stress Management
 HEAL 420 Women's Health Issues
 HEAL 450 Health Promotion Strategies
 HEAL 451 Program Planning in Health Promotion
 HEAL 483 Nutrition and Cardiovascular Health
 HEAL 484 Death and Dying Education
 HEAL 499 Directed Study in Health
 (3 credits)

HEALTH RESOURCES MANAGEMENT INTERDISCIPLINARY MINOR

The Department of Movement Arts, Health Promotion and Leisure Studies cooperates with the Department of Management in offering an interdisciplinary minor in health resources management.

Students from relevant liberal arts and other related programs may elect this minor to develop skills and background knowledge to gain employment at the entry level of health care delivery management. This minor is most appropriate for students in the social sciences, social work, physical education, communication arts, management and other human service oriented professions.

Required core:

- ACFI 240 Principles of Accounting I
- HEAL 102 Health and Wellness
- HEAL/SCWK 403 Interdisciplinary
Approaches to the
Delivery of Health Services
- HEAL 430 Epidemiology and Community
Health
- MGMT 130 Principles of Management
- MGMT 140 Human Resources Management

Electives (choose one):

- ACFI 241 Principles of Accounting II
- ACFI 385 Managerial Finance
- HEAL 401 Human Sexuality
- HEAL 405 Drugs in Society
- HEAL 471 Nutrition
- HEAL 477 Environmental and Consumer
Health
- MGMT 200 Marketing Principles
- MGMT 375 Personnel Development

RECREATION MINOR

The recreation minor is open to all undergraduates. It provides a multidisciplinary approach to producing recreation professionals capable of administering, supervising and leading leisure services. Students minor-ing in recreation may choose to specialize in one of the following: therapeutic recreation, outdoor recreation, play specialist or recreation generalist. Students who complete the recreation minor will be prepared to assume careers in a wide variety of settings – social institutions, hospitals, business and industry, preschools, community schools, Y's, the out-of-doors (challenge/adventure/Outward Bound) and government correctional institutions.

- RECR 230 Introduction to Recreation
- RECR 332 Leadership and the Group Process
- RECR 461 Organization and Administration in
Recreation
- RECR 462 Programming for Recreation and Leisure

Two additional courses in recreation to be chosen with department approval depending upon elected area of specialization.

- RECR 498 Field Experience in Physical
Education (recommended elective
experience)

HONORS PROGRAM

The Honors Program in Movement Arts, Health Promotion and Leisure Studies provides highly motivated Movement Arts, Health Promotion and Leisure Studies majors with opportunities to enhance their academic program through intensive scholarly study and research designed to be of assistance in post-graduate employment or in the pursuit of an advanced degree in movement arts, health promotion or leisure studies. Contact the Department of Movement Arts, Health Promotion and Leisure Studies for further information concerning eligibility and application.

GRADUATE PROGRAMS

Graduate Program Coordinator: Dr. Robert Haslam

The Department of Movement Arts, Health Promotion and Leisure Studies offers several programs designed to meet the needs of graduate students: post baccalaureate programs that allow students to apply for initial licensure as a Teacher of Physical Education (PreK-8 or 5-12) or Teacher of Health Education (PreK-12). In addition the department offers programs leading to the degrees of Master of Education in Health Promotion and Master of Science in Physical Education.

POST BACCALAUREATE INITIAL LICENSURE PROGRAM TEACHER OF PHYSICAL EDUCATION (PREK-8, 5-12)

This program is designed for persons who have a bachelor's degree and wish to be licensed as a teacher of physical education (PreK-8 or 5-12). Students who successfully complete the curriculum below are eligible to apply for initial licensure.

For information regarding application procedures and admission standards, students should consult the "School of Graduate Studies" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" professional education admission and retention information and important institutional deadlines.

In addition to GRPP 501 Graduate Program Planning (1 credit) taken their first semester, students accepted to the post baccalaureate licensure program must complete the following:

Admission Requirements

- A 2.8 GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure (MTEL™).
- Official transcripts of undergraduate and graduate course work.

1. Physical education major including the following 30 credits or the equivalent:

- PHED 100 Applied Musculoskeletal Anatomy
- PHED 117 Historical and Philosophical Foundations of Sport and Physical Education
- PHED 217 Principles of Motor Learning
- PHED 318 Socio-Cultural Foundations of Sport
- PHED 324 Physical and Motor Development of Individuals with Disabilities
- PHED 385 Biomechanics
- PHED 401 Physiology of Exercise
- Nine activities courses designated by the department teacher preparation committee.

2. Teacher licensure courses

PreK-8

- *PHED 205 Introduction to Teaching Physical Education in the Public Schools
- *PHED 225 Observation and Analysis of Movement for Children
- PHED 326 Teaching Physical Education to Children

**To be completed prior to admission to professional education and enrollment in upper division education courses.*

PHED 329 Teaching and Curriculum Development in the Middle and Junior High School

PHED 335 Planning, Implementation, and Evaluation in Teaching Physical Education

PHED 495 Field Based Pre-Practicum (PreK-8) - Physical Education

PHED 496 Practicum in Student Teaching (PreK-8)-Physical Education

PSYC 224 Child Psychology

or

PSYC 227 Development Through the Life Cycle

Specific physical education activities pertinent to teaching at this level as identified by the department teacher preparation committee.

Current certificate from the American Red Cross for Standard First Aid and CPR.

or

5-12

- *PHED 205 Introduction to Teaching Physical Education in the Public Schools
- *PHED 212 Strategies and Analysis of Motor Skills
- PHED 315 Teaching Team and Individual Sports
- PHED 329 Teaching and Curriculum Development in the Middle and Junior High School
- PHED 335 Planning, Implementation, and Evaluation in Teaching Physical Education
- PHED 491 Field Based Pre-Practicum (5-12) - Physical Education
- PHED 492 Practicum in Student Teaching (5-12) - Physical Education
- PSYC 226 Adolescent Psychology
- or
- PSYC 227 Development Through the Life Cycle

Current certificate from the American Red Cross for Standard First Aid and CPR.

Specific physical education activities pertinent to teaching at this level as identified by the department teacher preparation committee.

POST BACCALAUREATE INITIAL LICENSURE PROGRAM TEACHER OF HEALTH (TEACHER LICENSURE IN HEALTH/FAMILY AND CONSUMER SCIENCES-PREK-12)

This program is designed for persons who have bachelor's degrees and wish to be licensed as teachers of health education (PreK-12). Students who successfully complete the curriculum below are eligible to apply for initial licensure.

School of Education and Allied Studies

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

For information regarding application procedures and admission standards, students should consult the "School of Graduate Studies" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to licensure, admission to and retention in professional education, as well as important institutional deadlines.

In addition to GRPP 501 Graduate Program Planning (1 credit) taken their first semester, students accepted to the post baccalaureate licensure program must complete the following:

Admission Requirements

- A 2.8 GPA
- Three appropriate letters of recommendation. At least one letter of recommendation should be an academic reference from a professor.
- A qualifying score on the Communication and Literacy Skills portion of the Massachusetts Test for Educator Licensure (MTEL™).
- Official transcripts of undergraduate and graduate course work.

BIOL 251 Human Anatomy and Physiology I

- ★ EDHM 210 Introduction to Teaching
- EDHM 235 Learning and Motivation
- EDHM 335 Assessment and Planning
- EDHM 445 Content Area Reading, Writing and Study Skills

HEAL 200 Principles and Practices of Health Education

HEAL 300 Current Issues in Health

HEAL 401 Human Sexuality

HEAL 405 Drugs in Society

HEAL 407 Stress Management

HEAL 430 Epidemiology and Community Health

HEAL 450 Health Promotion Strategies

HEAL 471 Nutrition

HEAL 477 Environmental and Consumer Health

HEAL 491 Field Based Pre-Practicum in Health

HEAL 495 Practicum in Student Teaching – Elementary Health

HEAL 496 Practicum in Student Teaching – Secondary Health

PHED 200 Fitness for Life

PSYC 227 Development Through the Life Cycle

**To be completed prior to admission to professional education and enrollment in upper division education courses.*

SPED 203 Cultural Diversity Issues in School and Society

Students must supply evidence of current certification in Standard First Aid and CPR.

MASTER OF EDUCATION IN HEALTH PROMOTION

This program is designed for individuals who are currently involved in health promotion activities or who seek to prepare for health-related careers in community-based organizations such as business, industry, agencies, hospitals and voluntary and official health agencies, as well as for in-service teachers.

Applicants who do not possess an adequate background in health and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

Admission Requirements

- A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year.
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- Three appropriate letters of recommendation.

Program Requirements

The graduate program of study includes:

1. GRPP 501 Graduate Program Planning (required of most first semester graduate students, see "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog) – 1 graduate credit
2. All master's degree candidates in health promotion will be required to successfully complete the following core:

HEAL 504 Seminar in Health Promotion Theory and Literature (3 credits)

HEAL 511 Research and Evaluation Methods in Health Promotion (3 credits)

HEAL 518 Quantitative Methods in Health Promotion and Epidemiology (3 credits)

HEAL 519 Scientific and Philosophical Foundations of Health Promotion (3 credits)

HEAL 520 Designing and Administering Health Promotion Programs (3 credits)

3. All master's degree candidates will be required to choose one of four alternative courses of study:

Option A

1. GRPP 501 Graduate Program Planning (1 credit)
2. Successful completion of the core requirements (15 credits)
3. Individualized program of health (HEAL) electives by advisement (18 credits). Non-health electives may be taken only with prior written consent of adviser.
4. Comprehensive Examination on core requirements

Option B

1. GRPP 501 Graduate Program Planning (1 credit)
2. Successful completion of the core requirements (15 credits)
3. Individualized program of health (HEAL) electives by advisement (15 credits). Non-health electives may be taken only with prior written consent of adviser.
4. Health Promotion Project (HEAL 501) (3 credits)
5. Comprehensive Examination: oral defense of health promotion project

Option C

1. GRPP 501 Graduate Program Planning (1 credit)
2. Successful completion of the core requirements (15 credits)
3. Individualized program of health (HEAL) electives by advisement (12 credits). Non-health electives may be taken only with prior written consent of adviser.
4. Thesis in Health Promotion (HEAL 502) (6 credits)
5. Comprehensive Examination: oral defense of thesis

Option D: Health Fitness Promotion Concentration

1. GRPP 501 Graduate Program Planning (1 credit)
2. Successful completion of the core requirements (15 credits)
3. Concentration Courses (18 credits)
PHED 518 Advances in Exercise Metabolism
PHED 519 Advances in Exercise Prescription
PHED 544 Applied Laboratory Techniques in Exercise Science
Total of nine semester hours chosen with the approval of the graduate faculty adviser. These may include HEAL 501 or HEAL 502.
4. Comprehensive Examination
 - a. Examination on core requirements
or
 - b. Oral defense of HEAL 501
or
 - c. Oral defense of HEAL 502

- IV. Students who apply for admission to the MEd program in health promotion should have completed at least 12 hours of credit at the baccalaureate level in the social/behavioral sciences, at least one course in epidemiology or health services organization and six hours of credit at the baccalaureate level in health related courses. Students may petition the department graduate committee to substitute job related experiences for any of the aforementioned academic requirements.

MASTER OF SCIENCE IN PHYSICAL EDUCATION

This program is designed for individuals with an undergraduate major in physical education, or its equivalent, who wish to pursue new career directions related to the field in community-based organizations, such as business, industry, agencies, hospitals and educational settings or who wish to enhance their undergraduate preparation through advanced study. Several program concentrations are available and are described below.

Applicants who do not possess an adequate background in physical education and/or related areas will be required to make up course deficiencies. Such background course work will not be applied to the graduate program's minimum credit requirements.

Admission Requirements

- A 2.75 undergraduate GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior year.
- A composite score of 900 on the quantitative and verbal parts of the GRE General Test.
- Three appropriate letters of recommendation.

Program Requirements

The graduate program of study, involving a minimum of 31 graduate credits, includes:

1. GRPP 501 Graduate Program Planning (required of all first semester students, see "Graduate Advisers and Program Planning" in the "School of Graduate Studies" section of this catalog) – 1 graduate credit.
(Note: Students concentrating in Athletic Training are not required to enroll in GRPP 501)
2. PHED 511 Research Methods in Physical Education – 3 credits.

3. Program electives: Students must elect one of the following options:

A. Concentration in Human Performance and Health Fitness

PHED 515	Advances in Exercise Circulation	3 credits
PHED 517	Experimental Processes in Physical Education	3 credits
PHED 518	Advances in Exercise Metabolism	3 credits
PHED 519	Advances in Exercise Prescription	3 credits
PHED 544	Applied Laboratory Techniques in Exercise Science	3 credits
PHED 595	Internship in Physical Education	3-6 credits

Suggested Electives:

Specific course selection will be made by the adviser and student based upon the student's professional background and program objectives. The following courses would be appropriate:

HEAL 471	Nutrition	3 credits
HEAL 483	Nutrition and Cardiovascular Health	3 credits
HEAL 518	Quantitative Methods in Health Promotion and Epidemiology	3 credits
*PHED 400	Physiology and Techniques of Strength Fitness	3 credits
PHED 402	Exercise Metabolism	3 credits
*PHED 403	Cardiovascular Function, Analysis and Evaluation	3 credits
PHED 404	Exercise Prescription	3 credits
PHED 405	Exercise Circulation: Mechanisms and Morphology	3 credits
PHED 502	Research	variable credit
PHED 503	Directed Study	3 credits
PHED 504	Nutrition for Sports, Exercise and Weight Control	3 credits
PHED 516	Exercise Electrocardiography	3 credits
PHED 520	Health Fitness Program Planning and Management	3 credits
PHED 545	Physical Conditioning and Training in Sport and Exercise	3 credits

B. Concentration in Athletic Training

This concentration is designed as an entry-level athletic training program and is accredited through

**Recommended based on student's program. Both may be taken.*

the Committee on Accreditation of Allied Health Educational Programs (CAAHEP). Graduates will have the necessary academic and clinical experiences to sit for the National Athletic Trainer's Board of Certification Examination and be licensed in the Commonwealth of Massachusetts. In addition to acceptance into the School of Graduate Studies, students must have completed the following courses or their equivalent:

Human Anatomy and Physiology I and II
Introductory Psychology
Introduction to Athletic Training
Biomechanics/Kinesiology
Exercise Physiology
Nutrition
Drugs in Society
Sports First Aid

Required Courses:

PHED 400	Physiology and Techniques of Strength Fitness	3 credits
ATTR 510	Nutritional Concepts for Health Care practitioners in Physical Education	3 credits
ATTR/PHED 511	Research Methods in Physical Education	3 credits
ATTR 540	Management of Lower Extremity Conditions	3 credits
ATTR 541	Management of Upper Extremity and Torso Conditions	3 credits
ATTR 542	Therapeutic Exercise	3 credits
ATTR 543	Pharmacology for the Physically Active	1.5 credits
ATTR 546	Medical Conditions and Disabilities for the Physically Active	1.5 credits
ATTR 550	Therapeutic Modalities	3 credits
ATTR 561	Level I Clinical Experience in Athletic Training	3 credits
ATTR 562	Level II Clinical Experience in Athletic Training	3 credits
ATTR 563	Level III Clinical Experience in Athletic Training	3 credits
ATTR 564	Level IV Clinical Experience in Athletic Training	3 credits
ATTR 590	Administration in Athletic Training	3 credits

Suggested Electives:

Specific course selection will be made by the adviser and student based upon the student's professional background and program objectives.

- C. Concentration in Adapted Physical Education**
- PHED 451 Prosthetics and Orthotics.....3 credits
 - PHED 484 Physical Education for Children and Youth with Disabilities3 credits
 - PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions3 credits
 - PHED 508 Motor Learning3 credits
 - PHED 595 Internship in Physical Education 3-6 credits
 - Courses in psychology and/or special education appropriate to individual program9 credits
 - Electives appropriate to program 3-6 credits

- D. Concentration in Applied Kinesiology**
- GRPP 501 Graduate Program Planning (or equivalent)1 credit
 - PHED 511 Research Methods in Physical Education3 credits
 - PHED 517 Experimental Processes in Physical Education.....3 credits

Choice of four of the following five courses:

- PHED 506 Philosophy and Principles of Physical Education.....3 credits
- PHED 508 Motor Learning3 credits
- PHED 545 Physical Conditioning and Training in Sports and Exercise3 credits
- PHED 546 Applied Biomechanics and Movement Analysis.....3 credits
- PHED 571 Psychological/Social Issues in Sport3 credits

Electives:

- 4 courses as electives
- or
- 2-3 courses and a project or thesis

- E. Concentration in Strength and Conditioning**
- PHED 504 Nutrition for Sports, Exercise and Weight Control.....3 credits
 - PHED 511 Research Methods in Physical Education.....3 credits
 - PHED 517 Experimental Processes in Physical Education.....3 credits
 - PHED 523 Strength and Conditioning Laboratory.....3 credits
 - PHED 543 Foundations of Resistance Training.....3 credits
 - PHED 545 Physical Conditioning and Training in Sports and Exercise 3 credits

- PHED 595 Internship in Physical Education 3-6 credits

Electives:

Three classes (9 credits) or a combination of classes, directed studies or thesis.

Suggested Electives:

- PHED 400 Physiology and Techniques of Strength Fitness.....3 credits
- PHED 402 Exercise Metabolism 3 credits
- PHED 403 Cardiovascular Analysis Evaluation and Rehabilitation 3 credits
- PHED 404 Exercise Prescription..... 3 credits
- PHED 405 Exercise Circulation: Mechanisms and Morphology..... 3 credits
- PHED 406 Personal Fitness Training 3 credits
- PHED 502 Research.....3-6 credits
- PHED 503 Directed Study..... 3 credits
- PHED 504 Nutrition for Sports, Exercise and Weight Control 3 credits
- PHED 506 Philosophy and Principles of Physical Education 3 credits
- PHED 508 Motor Learning 3 credits
- PHED 516 Exercise Electrocardiography... 3 credits
- PHED 520 Health Fitness Program Planning and Management 3 credits
- PHED 546 Applied Biomechanics and Movement Analysis 3 credits
- HEAL 471 Nutrition..... 3 credits
- HEAL 483 Nutrition and Cardiovascular Health 3 credits
- HEAL 518 Quantitative Methods in Health Promotion and Epidemiology3 credits

Upon completion of the program all students must take the comprehensive exams or complete a written thesis under the guidance of an adviser.

F. Individualized Program of Study:

Development of a program of study, in consultation with the program adviser, to meet individual career and educational goals. The program must include a minimum of 15 credits in physical education.

SECONDARY EDUCATION AND PROFESSIONAL PROGRAMS

High School Education

Middle School Education

Educational Leadership

Instructional Technology

FACULTY

Chairperson: Associate Professor Lynne Yeamans

Graduate Program

Coordinators: Assistant Professor John-Michael Bodi (SEAS Core Courses), Assistant Professor Benedicta Eyemaro (Educational Leadership), Assistant Professor Thanh Nguyen (Instructional Technology), Associate Professor Lynne Yeamans (Accelerated Post-Bacalaureate and Post-Bacalaureate Programs)

Professor: Raymond ZuWallack

Associate

Professor: Anne Hird

Assistant

Professors: Stephen Nelson, Phyllis Schnitman

Department Telephone Number: 508.531.1320

Location: Tinsley Center, Room 214A

Web site: www.bridgew.edu/SecondEd

DEGREE PROGRAMS

- MAT - (High School/Middle School)
Areas: biology, creative arts, English, history, mathematics, music education, general science, physical science, physics
- MEd in Educational Leadership
- MEd in Instructional Technology

POST BACCALAUREATE LICENSURE PROGRAMS

- Secondary Education (High School/Middle School, PreK-12 Specialist)

Areas: biology, chemistry, dance, earth science, English, history, mathematics, music, physics, Theater, visual art

- Educational Leadership

POST MASTER'S LICENSURE PROGRAMS

- Instructional Technology

CERTIFICATE OF ADVANCED GRADUATE STUDY PROGRAMS (CAGS)

- Educational Leadership

UNDERGRADUATE MINORS

- Secondary Education
Secondary Education – High School
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
Secondary Education – Middle School
(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)
Secondary Education – Middle-High School
(Area: Visual art)
Secondary Education-PreK-Middle School
(Area: Visual Art)
Secondary Education – PreK-High School
(Areas: dance, health/family and consumer science, music, Theater)

UNDERGRADUATE PROGRAMS

All courses are structured to address the transition toward the contemporary concerns of human development, diversity, equity and ethics. The learner is regarded as one who has an active role in constructing his/her knowledge base, values and attitudes. The varied cultural backgrounds of students and teachers are seen as a positive context in which one can listen, consider and learn. The department sees its role as interactive with other education departments and with the School of Arts and Sciences, addressing joint missions and fostering the development of curriculum, methodologies and perspectives that enhance the individual and society.

All students who intend to become licensed educators must apply for admission and be accepted into professional education through the School of Education and Allied Studies. All students seeking licensure must consult the section of this catalog entitled "School of Education and Allied Studies" for information pertaining to the state regulations for the licensure of educational personnel and important institutional deadlines.

Students are advised to check the secondary education and preprofessional programs Web site periodically www.bridgew.edu/SecondEd/.

INSTRUCTIONAL MEDIA MINOR

This program is inactive.

SECONDARY EDUCATION MINOR (HIGH SCHOOL (8-12), MIDDLE SCHOOL (5-8), PREK-12 SPECIALIST)

The department offers a minor in secondary education. A student selecting this minor must select a major in an appropriate academic discipline. The major requirements for each academic discipline, including cognates and the secondary education minor, are described on the following pages.

The secondary education minor is designed for students who intend to qualify for a teacher license in one of the following areas:

Secondary Education – High School

(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)

Secondary Education – Middle School

(Areas: biology, chemistry, earth sciences, English, history, mathematics, physics)

Secondary Education – Middle-High School

(Area: visual art)

Secondary Education – PreK-Middle School

(Area: visual art)

Secondary Education – PreK-High School

(Areas: dance, health/family and consumer science, music, theater)

Teacher of Biology (5-8)

Teacher of Biology (8-12)

Teacher of Chemistry (5-8)

Teacher of Chemistry (8-12)

Teacher of Dance (all levels)

Teacher of Earth Science (5-8)

Teacher of Earth Science (8-12)

Teacher of English (5-8)

Teacher of English (8-12)

Teacher of Health/Family and Consumer Sciences
(all levels)

Teacher of History (5-8)

Teacher of History (8-12)

Teacher of Mathematics (5-8)

Teacher of Mathematics (8-12)

Teacher of Music (all levels)

Teacher of Physics (5-8)

Teacher of Physics (8-12)

Teacher of Theater (all levels)

Teacher of Visual Art (PreK-8)

Teacher of Visual Art (5-12)

In addition to majoring in an appropriate academic discipline (see academic disciplines for secondary education minors), students seeking 5-8, 8-12, or PreK-12 licensure must also complete the secondary education minor, and meet all requirements for acceptance into the program.

High School (biology, chemistry, earth science, English, history, math, physics – grades 8-12)

*EDHM 210 Introduction to Teaching

EDHM 235 Learning and Motivation

EDHM 335 Assessment and Planning

EDHM 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:

HSED 412, HSED 414, HSED 422, HSED 465 or
HSED 440

EDHM 490 Teaching Practicum

Cognates:

PSYC 227 Development Through the Life Cycle

SPED 203 Cultural Diversity Issues in School and Society

**To be completed prior to admission to professional education and enrollment in any other education courses.*

Middle School: (biology, chemistry, earth science, English, history, math, physics – grades 5-8)

*EDHM 210 Introduction to Teaching

EDHM 235 Learning and Motivation

EDHM 335 Assessment and Planning

EDHM 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:

MSED 450, MSED 451, MSED 456 or MSED 465

EDHM 490 Teaching Practicum

Cognates:

PSYC 227 Development Through the Life Cycle

SPED 203 Cultural Diversity Issues in School and Society

**To be completed prior to admission to professional education and enrollment in any other education courses.*

PreK-8, 5-12 and PreK-12 Specialists (dance, health/family and consumer science, music, Theater, visual art)

*EDHM 210 Introduction to Teaching
EDHM 235 Learning and Motivation
EDHM 335 Assessment and Planning
EDHM 445 Content Area Reading, Writing and Study Skills

An appropriate strategies for teaching course:
EDHM 413, EDHM 424, EDHM 425, EDHM 459,
HEAL 450 or HSED 440
EDHM 490 Teaching Practicum

Cognates:

PSYC 227 Development Through the Life Cycle
SPED 203 Cultural Diversity Issues in School and Society

**To be completed prior to admission to professional education and enrollment in any other education courses.*

ACADEMIC DISCIPLINES FOR SECONDARY EDUCATION MINORS

Students desiring to complete a minor in secondary education (high school, middle school, PreK-12) must also complete an academic major. Appropriate academic majors, along with major and cognate requirements, are listed below. It is important to note that in many cases the major or cognate requirements for students selecting an education minor are somewhat different from those that hold for students who do not minor in education.

Biology (Teacher of Biology 5-8 or 8-12)

See the "Biology" section of this catalog for discipline area requirements.

Chemistry (Teacher of Chemistry 5-8 or 8-12)

See the "Chemistry" section of this catalog for discipline area requirements.

Dance (Teacher of Dance – all levels)

See the "Theater and Dance" section of this catalog for discipline area requirements.

Earth Sciences (Teacher of Earth Science 5-8 or 8-12)

Major courses:
EASC 100 Physical Geology
EASC 101 Historical Geology
EASC 284 Geomorphology
EASC 301 Solar System Astronomy

EASC 305 Physical Oceanography
EASC 372 Mineralogy
EASC 463 Petrology
EASC 496 Seminar in Geology
GEOG 221 Meteorology

Plus nine additional semester hours of approved earth sciences electives

Cognate courses:

MATH 151-152 Calculus I-II
or
MATH 141-142 Elements of Calculus I-II
CHEM 131-132 Survey of Chemistry I-II
or
CHEM 141-142 Chemical Principles I-II
One year of Physics or Biology

English (Teacher of English 5-8 or 8-12)

See the "English" section of this catalog for discipline area requirements.

History (Teacher of History 5-8 or 8-12)

See the "History" section of this catalog for discipline area requirements.

Mathematics (Teacher of Mathematics 5-8 or 8-12)

Major courses:
COMP 101 Computer Science I
MATH 130 Discrete Mathematics I
MATH 151-152 Calculus I-II
MATH 202 Linear Algebra
MATH 251 Calculus III
MATH 301 Abstract Algebra I
MATH 354 Introduction to Modern Geometry
or

MATH 325 Foundations of Geometry
MATH 401 Introduction to Analysis I
MATH 403 Probability Theory
MATH 408 History of Mathematics
One elective from any 300-400 level courses except
MATH 318

Cognate courses:

PHYS 243-244 General Physics I-II

Music (Teacher of Music – all levels)

See the "Music" section of this catalog for discipline area requirements.

Physics (Teacher of Physics 5-8 or 8-12)

Requirements: Completion of the Secondary Education Minor, the BA or BS in Physics, and PHYS 107 Exploring the Universe

Theater (Teacher of Theater – all levels)

See the “Theater and Dance” section of this catalog for discipline area requirements.

Visual Art (Teacher of Visual Art PreK-8 or 5-12)

See the “Art” section of this catalog for discipline requirements.

GRADUATE PROGRAMS

The Department of Secondary Education and Professional Programs offers several programs designed to meet the needs of graduate students.

An Accelerated Post Baccalaureate licensure program (APB) leading to initial licensure in designated high school (8-12), middle school (5-8), and PreK-12 special subject areas is offered.

A Master of Arts in Teaching (MAT) degree program, in conjunction with several of the arts and sciences departments of the college, designed for secondary school teachers who have an initial license and are seeking a professional license is offered.

In addition, the department offers the degree of Master of Education (MEd) in educational leadership and instructional technology.

A Certificate of Advanced Graduate Study (CAGS) in Education with a focus on educational leadership is offered. (In addition, Bridgewater State College CAGS graduates who apply to and are accepted into a collaborative doctoral program in educational leadership at the University of Massachusetts-Lowell may apply up to 12 CAGS credits toward the 48 credits required for the degree.)

ACCELERATED POST BACCALAUREATE PROGRAM (APB): INITIAL LICENSURE FOR HIGH SCHOOL (SUBJECT AREAS: 8-12), MIDDLE SCHOOL (SUBJECT AREAS: 5-8) TEACHERS AND PREK-12 SPECIALISTS

Graduate Program Coordinator: Dr. Lynne Yeamans

The Accelerated Post Baccalaureate Program (APB) is a rigorous, accelerated graduate level program of study (15 credits) that leads to initial teacher licensure. Recognizing the unique strengths of nontraditional licensure candidates, the APB program is designed for individuals who are committed to becoming outstanding teachers.

The APB program is designed for persons who have a bachelor's degree and are seeking initial licensure in one of the following fields:

- Teacher of Biology (5-8)
- Teacher of Biology (8-12)
- Teacher of Chemistry (5-8)
- Teacher of Chemistry (8-12)
- Teacher of Dance (all levels)
- Teacher of Earth Science (5-8)
- Teacher of Earth Science (8-12)
- Teacher of English (5-8)
- Teacher of English (8-12)
- Teacher of History (5-8)
- Teacher of History (8-12)
- Teacher of Mathematics (5-8)
- Teacher of Mathematics (8-12)
- Teacher of Music (all levels)
- Teacher of Physics (5-8)
- Teacher of Physics (8-12)
- Teacher of Theater (all levels)
- Teacher of Visual Art (PreK-8)
- Teacher of Visual Art (5-12)

APB Admission Criteria

Candidates for the APB program will be admitted by the graduate admission office based upon the recommendation of the APB Coordinator. The coordinator will base the admissions recommendations on the candidate's potential to be an effective teacher based on multiple indicators including, but not limited to, the following:

- An undergraduate degree with a minimum GPA of 2.8

- Content competence demonstrated by:
A passing score on the subject matter test portion of the Massachusetts Test for Educator Licensure (MTEL).

Note: Candidates who are applying for a license in a field in which they did not major are subject to a review of their course background in the license area. Additional content courses may be required.

- Literacy, communication and academic competence as demonstrated by a passing score on the communication and literacy portion of the MTEL
- Experience with youth at the licensure level

Evidence to be submitted by the program candidate includes:

- Completed application
- Statement of desire to be a teacher
- Resume
- Transcripts
- MTEL scores
- GRE scores (optional)
- Descriptions of appropriate life experiences

For APB application material and information, contact the graduate admissions office.

APB Curriculum

EDHM 550 Middle and High School Education:
Theory into Practice (3 credits)
Course includes 40 hours of fieldwork

EDHM 552 Curriculum and Instruction in Middle
and High School Mathematics and
Science (3 credits)

or

EDHM 553 Curriculum and Instruction in the
Middle and High School Arts and
Humanities (3 credits)
Course includes 40 hours of fieldwork

Note: History candidates in the APB program must also complete MSED 450 or HSED 412 after successful completion of EDHM 550 and EDHM 553

EDHM 554 Student Teaching Practicum (6 credits)
or

EDHM 556 Internship Practicum (6 credits)

EDHM 558 The Reflective Middle and High School
Practitioner (Includes submission of a
completed competence portfolio)
(3 credits)

Note: As an alternative to the APB program, the Department of Secondary Education and Professional Programs will allow accepted post baccalaureate students to follow the undergraduate course sequence listed earlier in this departmental section of the catalog under the heading of "Secondary Education Minor." The cognates, SPED 203 and PSYC 227 are not a requirement. Contact the department coordinator for details and the School of Graduate Studies for application information.

MASTER OF ARTS IN TEACHING

The Master of Arts in Teaching degree was developed for high school and middle school subject area teachers who have an initial license and are seeking a professional license in the Commonwealth of Massachusetts. The MAT program is designed to meet the "appropriate master's degree" requirement, which is part of the criteria for professional stage licensure, as set forth in the most recent DOE licensure regulations. This degree program will also appeal to secondary school teachers who already hold a standard level or professional license and want to acquire additional knowledge and a master's degree in the discipline.

Applicants not holding a bachelor's degree in the content area being pursued for the MAT are subject to a transcript review to determine whether additional content course work will be required as program prerequisites.

MATs are available in the following areas:

Biology
Creative Arts
English
History
General Science
Mathematics
Physical Science
Physics

Students should consult the School of Graduate Studies section of the catalog for information regarding graduate program procedures.

Admission requirements:

- (1) A 2.75 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- (2) A composite score of 900 on the quantitative and verbal parts of the GRE General Test.

- (3) An initial teaching license and teaching experience.
- (4) Three appropriate letters of recommendation.

Program Requirement

Master's Core Courses 15 credits

- EDMC 530 The Teacher as Researcher
- EDMC 531 The Standards-Based Classroom: Curriculum
- EDMC 532 The Teacher as Leader: From Issues to Advocacy
- EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners
- EDMC 538 The Professional Teacher (final program course)

Concentration Electives

A minimum of 18 approved graduate credits in the academic area of concentration, which meet the academic and professional objectives of the student. For details please refer to the appropriate academic department section of this catalog.

Successful completion of a comprehensive examination is also required.

EDUCATIONAL LEADERSHIP

Graduate Program Coordinator: Dr. Benedicta Eyemaro

LEAD: LEADING EDUCATORS THROUGH ADMINISTRATIVE DEVELOPMENT

The LEAD program will accommodate people of varied backgrounds, prior experience and abilities who are interested in becoming school administrators. The program incorporates a team approach to prior learning assessment and administration preparation, a flexible continuum of learning experiences and an induction and mentoring program to support and retain administrators.

The LEAD program is an accelerated initial licensure program designed to prepare students for the following professions:

- Supervisor/Director (all levels)
- Administrator of Special Education (all levels)
- School Business Administrator (all levels)
- School Principal/Assistant Principal (PreK-6)
- School Principal/Assistant Principal (5-8)
- School Principal/Assistant Principal (8-12)
- Superintendent/Assistant Superintendent (all levels)

Admission Requirements

- Bachelor's degree from an accredited institution with a minimum GPA of 2.8
- Letter of intent articulating participant's philosophy of educational leadership in times of change
- 3 letters of recommendation
- Official copies of all undergraduate and graduate transcripts
- Initial licensure in other area dependent upon administrative licensure sought (exceptions are granted on a case by case basis as approved by the Massachusetts Department of Education)
- Passing score on the Communication and Literacy portion of the Massachusetts Test for Educator Licensure (MTEL™). NOTE: Conditional acceptance into the program may be granted without the MTEL™ score, however, full admission will only be granted if the passing score is submitted by the conclusion of the second semester in the program.

Required

- EDLE 509 Seminar for Future Leaders
- EDLE 511 Educational Leadership and Managerial Effectiveness
- or
- EDLE 677 Systems Planning for Educational Leaders
- EDLE 564 Selection and Development of Educational Personnel
- or
- EDLE 664 The Personnel Function of Public Schools
- EDLE 565 School Finance and Business Administration
- or
- EDLE 665 Fiscal Aspects of School Administration

One course from the following, dependent on licensure sought:

- EDLE 561 Elementary School Administration
- or
- EDLE 562 High School Administration
- or
- EDLE 563 Middle School Administration
- EDLE 591 Seminar in School Administration: The Superintendency
- or
- EDLE 691 The School Superintendency
- EDMC 531 The Standards-Based Classroom: Curriculum
- POLI 521 Public Finance
- or
- POLI 592 Special Topics in Public Administration

School of Education and Allied Studies

SPED 512 Organization and Administration of Special Education

Practicum:

A 6 credit practicum is required.

The portfolio review in EDLE 509 will include training in the development of an electronic portfolio which is an exit requirement for your program.

Courses in the LEAD program can be transferred into the master's degree or CAGS program.

MASTER OF EDUCATION IN EDUCATIONAL LEADERSHIP

The Master of Education in Educational Leadership program (MEd) is designed to prepare students for the following positions in school administration:

- Supervisor/Director (all levels)
- Administrator of Special Education (all levels)
- School Business Administrator (all levels)
- School Principal/Assistant Principal (PreK-6)
- School Principal/Assistant Principal (5-8)
- School Principal/Assistant Principal (8-12)
- Superintendent/Assistant Superintendent (all levels)

These programs have been approved for licensure purposes by the Massachusetts Department of Education. This includes licensure reciprocity with signatory states under the Interstate Certification Compact.

Where required, candidates who possess an appropriate professional license and who have had three year's employment under that license will be eligible for administrator licensure at the completion of this program. Documentation of this must be on file with the Office of School of Graduate Studies.

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate Massachusetts initial license and have had three years of employment in the role covered by that license except where not required by licensure regulations.

A minimum of 36 approved graduate credits is required in this degree program. It should be understood that those who anticipate preparing for some of the above positions, such as a superintendency, should plan to do graduate work beyond the minimum.

Applicants are required to submit a qualifying score on the Communications and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Students may choose one of the following program options: 1.) supervisor/director (various levels), 2.) administrator of special education (all levels), 3.) school business administrator (all levels), 4.) school principal/assistant principal (PreK-6), school principal/assistant principal (5-9), school principal/assistant principal (9-12) or 5.) superintendent/assistant superintendent (all levels). As part of their chosen program option, students must satisfactorily complete the following curriculum:

Admission Requirements

- 1) A 2.75 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2) Licensure track – A qualifying score on the communications and literacy skills portion of the Massachusetts Test for Educator Licensure (MTEL™)
Non-licensure track – A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the communications and literacy skills portion of the Massachusetts Test for Educator Licensure (MTEL™)
- 3) Three appropriate letters of recommendation.

Initial License

- EDLE 510 Seminar on Educational Leadership for the Future (prior to admission) (3 credits)
- EDLE 511 Educational Leadership and Managerial Effectiveness (3 credits)
- EDLE 530 Research Applications for School Leaders (3 credits)
- EDLE 564 Selection and Development of Educational Personnel (3 credits)
- EDLE 565 School Finance and Business Administration (3 credits)
- EDLE 567 Human Concerns in the Schools (3 credits)
- EDLE 569 Legal Aspects of School Administration (3 credits)
- EDLE 572 Technology for School Administrators (3 credits)
- EDLE 578 Curriculum Improvement (3 credits)

Practicum (one of the following courses):

- EDLE 580 Practicum in Administration of Special Education (6 credits)

- EDLE 582 Practicum in School Business Administration (6 credits)
- EDLE 583 Practicum in Supervisorship/Directorship (6 credits)
- EDLE 584 Practicum in Elementary School Principalship (6 credits)
- EDLE 585 Practicum in Middle School Principalship (6 credits)
- EDLE 586 Practicum in High School Principalship (6 credits)
- EDLE 587 Practicum in Superintendency/Assistant Superintendency (6 credits)

School business administrator only:

- ACFI 510 Accounting for School Business Managers
- ACFI 511 Principles of Finance for School Business Administration

Principal/Assistant Principal candidates only choose one of the following:

- EDLE 561 Elementary School Administration (3 credits) (degree requirement for school principal/assistant principal PreK-6) program option)
- EDLE 562 High School Administration (3 credits) (degree requirement for school principal/assistant principal (8-12) program option)
- EDLE 563 Middle School Administration (3 credits) (degree requirement for school principal/assistant principal (5-8) program option)

Superintendent/assistant superintendent option only:

- EDLE 591 Seminar in School Administration: The Superintendency (3 credits)

Upon completion of their program option, students seeking Massachusetts licensure must possess an appropriate initial license and have had three years of employment in the role covered by that license. This must be documented in order to become licensed.

MEd comprehensive examinations are given to and/or digital portfolios are submitted by the committee during the months of November and March only. Students should consult the college calendar in this catalog for examination request deadlines.

For additional information relative to this program, students not yet accepted should consult with the coordinator of the program.

CERTIFICATE OF ADVANCED GRADUATE STUDY (CAGS) – EDUCATIONAL LEADERSHIP

Graduate students who hold a master's degree in a field of education and who are seeking further study in educational leadership may pursue the Certificate of Advanced Graduate Study (CAGS) program. This program is designed to enable the student to:

1. Take educational initiatives by encouraging innovation, planning and implementing strategic change and having the self-confidence to be a risk-taker.
2. Analyze and prioritize problems by acquiring and interpreting key information and by resisting premature judgments.
3. Build and maintain teams for continuous improvement of teaching and learning by communicating expectations and by developing and empowering others.
4. Expand learning opportunities for all constituencies by having and advocating a need to be a life-long learner.

Program Description

The CAGS in Educational Leadership is a cohort, week-end program through which students earn 34 credits beyond the master's and may meet state certification requirements for educational leaders through a college-sponsored internship.

In the cohort model, a group of 18-24 students begin the program together and move through it as a group. Class sessions are planned for Friday evening and all day Saturday. Classes are held on six weekends in the fall and spring semesters. Summer courses for the CAGS program are offered on a flexible schedule.

Students who complete the CAGS program and wish to pursue a doctoral degree receive an additional benefit. Bridgewater State College graduates who apply to and are accepted into the doctoral program in educational leadership at UMass-Lowell may apply 12 of the credits earned toward the 48 credits required as part of the doctorate degree.

Admission Standards and Criteria

Entrance to the program will be determined based upon the following:

1. Master's degree from an accredited college or university (official transcript required)
2. Three letters of recommendation (one from immediate supervisor)
3. Completed application form

4. Academic certification through Massachusetts Department of Education
5. Qualifying score on the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program of Study

The initial courses in this program are designed in part to start students working on their leadership projects – Introduction to CAGS, Research Issues for School Administration, and Systems Planning. The remaining courses are designed to provide a sound knowledge base for practitioners and meet state licensure requirements.

1. Content Courses:

- EDLE 661 Effective School Leadership for Elementary Schools (3 credits)
- EDLE 662 Effective School Leadership for Middle Schools (3 credits)
- EDLE 663 Effective School Leadership for High Schools (3 credits)
- EDLE 664 The Personnel Function of Public Schools (3 credits)
- EDLE 665 Fiscal Aspects of School Administration (3 credits)
- EDLE 667 Communication Between and Among School Stakeholders (3 credits)
- EDLE 669 Concepts and Cases in School Law (3 credits)
- EDLE 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)
- EDLE 672 Technology for Administrators (3 credits)
- EDLE 675 Research Issues in School Administration (3 credits)
- EDLE 677 Systems Planning for Educational Leaders (3 credits)
- EDLE 678 Curriculum Development and Program Management (3 credits)
- EDLE 681 CAGS Extern (3 credits)
- EDLE 682 CAGS Extern II (1 credit)
- EDLE 691 The School Superintendency (3 credits)

2. Practicum:

- EDLE 603 Directed Study in School Administration (3 credits)
- EDLE 680 Practicum in Administration of Special Education (6 credits)
- EDLE 683 Practicum in Supervisorship/Directorship (6 credits)

- EDLE 684 Practicum in Elementary School Principalship (6 credits)
- EDLE 685 Practicum in Middle School Principalship (6 credits)
- EDLE 686 Practicum in High School Principalship (6 credits)
- EDLE 687 Practicum in Superintendency/Assistant Superintendency (6 credits)
- EDLE 688 Practicum in Directorship of Guidance (6 credits)
- EDLE 689 Practicum in Directorship of Pupil Personnel Services (6 credits)

An oral defense of the CAGS leadership project is required.

LIBRARY MEDIA GRADUATE PROGRAM

This program is inactive.

INSTRUCTIONAL TECHNOLOGY GRADUATE PROGRAM

Graduate Program Coordinator: Dr. Thanh Nguyen

This graduate program offers the degree of Master of Education in Instructional Technology. The program prepares leaders in teaching with current technology, both in Pre-K-12 schools and in adult learning settings. The program combines technical skills and knowledge with current teaching and learning theory and aims to develop understanding of the dynamic relationship between technology and the organization into which it is introduced. The 30-credit MEd program is available predominantly online, with courses offered via interactive Web sites.

Instructional Technology Teacher Licensure

The Instructional Technology Program is designed to lead to Massachusetts Department of Education Instructional Technology teacher licensure. Upon admission to the program, students must indicate whether or not they intend to pursue this license. Students planning to apply for an instructional technology teacher license as an initial teaching license will need to achieve a qualifying score on the communication and literacy skills portion of the Massachusetts Tests for Educator Licensure (MTEL™). In addition, all candidates for licensure will be required to complete the instructional

technology subject test, pending implementation by the Department of Education.

For those who already have a master's degree, it is possible to enroll as a post-master's candidate for the purpose of licensure. Interested applicants should contact the program coordinator for more information.

Admission Requirements

- 1) A 2.8 GPA based upon four years of work or a 3.0 undergraduate GPA based upon work completed during the junior and senior years.
- 2) Licensure track – A qualifying score on the communications and literacy skills portion of the Massachusetts Test for Educator Licensure™ (MTEL).
Non-Licensure track – A composite score of 900 on the quantitative and verbal parts of the GRE general test or a qualifying score on the Communications and literacy skills portion of the Massachusetts Test for Educator Licensure™ (MTEL).
- 3) Three appropriate letters of recommendation.

Program Requirements

Successful completion of the MEd in Instructional Technology requires that the candidate complete a 30-credit program of study. Students must complete a clinical experience, which includes a 150 clock hour internship in a professional setting. Students seeking a Massachusetts initial instructional technology license must complete two 150 clock hour practica in any two of the following levels: PreK-6, 5-8, 8-12. The clinical research project is required for the master's degree. In order to become eligible for the Master of Education in Instructional Technology, each student is required to pass a comprehensive examination based on program coursework and the clinical research project.

Required courses and recommended sequence

The following courses are required of all students pursuing an MEd in Instructional Technology:

- EDMC 530 The Teacher as Researcher (3 credits)
- INST 509 Foundations of Instructional Technology (3 credits)
- INST 522 Instructional Design (3 credits)
- INST 523 Information Access and the Internet (3 credits)
- INST 524 Technology Leadership (3 credits)
- INST 525 Emergent Technology and Learning

Environments (3 credits)

INST 526 Making Connections: Networking (3 credits)

INST 590 Seminar in Instructional Technology: Research and Analysis (3 credits)

INST 596 Clinical Experience (3-6 credits)
Elective (3 credits) (if needed)

Total credits 30

SPECIAL EDUCATION AND COMMUNICATION DISORDERS

FACULTY

Chairperson: Associate Professor Robert MacMillan

Graduate Program

Coordinator: Dr. Kenneth Dobush

Professors: Tracy Baldrate, Lisa Battaglini,
Sandra Ciocci, Lidia Silveira

Associate

Professors: Mary Connor, Kenneth Dobush,
Jeri Katz

Department Telephone Number: 508.531.1226

Location: Hart Hall, Room 218

Web site: www.bridgew.edu/SpecEd

DEGREE PROGRAMS

- BSE in Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- BSE in Special Education (Teacher of Students with Severe Disabilities - all levels)
- BSE in Special Education
Concentration: Communication Disorders
- BSE in Elementary Education/MED in Special Education (Teacher of Students with Moderate Disabilities PreK-8) 5-year Dual License program
- MED in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- MED in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- MED in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities, all levels)
- MED in Special Education (Non-licensure)

POST BACCALAUREATE LICENSURE PROGRAMS

- Special Education (Teacher of Students with Moderate Disabilities PreK-8 or 5-12)
- Special Education (Teacher of Students with Severe Disabilities-all levels)

UNDERGRADUATE MINORS

- Special Education
- Communication Disorders

UNDERGRADUATE PROGRAMS

BACHELOR OF SCIENCE IN EDUCATION SPECIAL EDUCATION

The Department of Special Education and Communication Disorder offers undergraduate programs designed for students interested in obtaining Massachusetts initial licensure as a Teacher of Students with Disabilities.

MAJORS IN SPECIAL EDUCATION

The programs have been designed in accordance with Massachusetts Department of Education standards and include license reciprocity with signatory states under the Interstate Certification Compact. Programs meet standards of the Council for Exceptional Children (CEC). The School of Education and Allied Studies is accredited by the National Council for the Accreditation of Teacher Education (NCATE).

BSE IN SPECIAL EDUCATION-TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8 OR 5-12)

Admission Requirements

- 1.) Candidates are enrolled in two majors, Special Education and an Arts and Sciences major.
- 2.) Candidates must meet School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL) and an undergraduate GPA of 2.8 (with C+ or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level coursework.

Program Requirements

- 1.) Through advisers, undertake appropriate coursework and activities.
- 2.) Candidates must complete appropriate Core Curriculum and Arts and Sciences requirements.
- 3.) A.) PreK-8 candidates must, prior to the student teaching experience,
 1. complete an appropriate psychology course (either PSYC 224 or 227 or equivalent)
 2. have passed the General Curriculum MTEL test
- B.) 5-12 candidates must, prior to the student teaching experience,
 1. complete an appropriate psychology course (PSYC 227 or equivalent)

2. have either passed a subject content MTEL™ test or the General Curriculum MTEL™ test
- 4.) Candidates will also be required to pass the MTEL™ Foundations of Reading Test prior to licensure

Licensure Requirements

*SPED 202	Introduction to Special Education	3 credits
SPED 203	Cultural Diversity Issues in Schools and Society	3 credits
SPED 302	Principles and Application of Behavioral Management for the Special Needs Learner	3 credits
SPED 303	Principles and Procedures of Assessment of Special Needs Learners	3 credits
SPED 402	Children with Reading Disability: Diagnosis and Teaching Strategies	3 credits
SPED 403	Curriculum Development and Implementation for Special Needs Learners	3 credits
SPED 406	Student Teaching Practicum: Mainstreamed Program (PreK-8) or	
SPED 407	Student Teaching Practicum: Special Education Program (5-12)	6-12 credits

BSE IN SPECIAL EDUCATION (TEACHER OF STUDENTS WITH SEVERE DISABILITIES – ALL LEVELS)

Admission Requirements

- 1.) Candidates are enrolled in two majors, Special Education and an Arts and Sciences major.
- 2.) Candidates must meet School of Education and Allied Studies Professional Education Program admission requirements that include, but are not limited to, passage of the Communication and Literacy portion of the Massachusetts Tests for Educator Licensure (MTEL™) and an undergraduate GPA of 2.8 (with C+ or better in ENGL 101 and ENGL 102) prior to enrolling in SPED 300 or 400 level course work.

**To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

Program Requirements

- 1.) Through advisers, undertake appropriate coursework and activities.
- 2.) Candidates must complete appropriate Core Curriculum and Arts and Sciences requirements.
- 3.) Candidates must submit evidence that they have passed the MTEL™ Test of General Curriculum prior to the student teaching experience.

Licensure Requirements

*SPED 202	Introduction to Special Education	3 credits
SPED 203	Cultural Diversity Issues in School and Society	3 credits
COMD 290	Language Acquisition and Development	3 credits
SPED 302	Principles and Application of Behavioral Management for the Special Needs Learner	3 credits
SPED 303	Principles and Procedures of Assessment of Special Needs Learners	3 credits
SPED 402	Children with Reading Disability: Diagnosis and Teaching Strategies	3 credits
SPED 410	Instructional and Curricular Strategies for Learners with Intensive Special Needs I	3 credits
SPED 411	Instructional and Curricular Strategies for Learners with Intensive Special Needs II	3 credits
SPED433	Student Teaching – Severe Disabilities	6 or 12 credits

BSE ELEMENTARY EDUCATION/MED SPECIAL EDUCATION (TEACHER OF STUDENTS WITH MODERATE DISABILITIES PREK-8) DUAL LICENSURE 5-YEAR PROGRAM

The Dual License Program is a joint program between the Department of Elementary and Early Childhood Education and the Department of Special Education and Communication Disorders.

The Dual License Program is a 5-year, 157 credit program that leads to both a BSE in Elementary Education with Initial License in Elementary Education and an MEd in Special Education with endorsement for Initial License as a Teacher of Students with Moderate Disabilities (PreK-8).

The purpose of the program is to develop special education teachers who have an in-depth understanding of special education and the elementary school classroom.

School of Education and Allied Studies

Undergraduate Program Requirements:

- Students must complete a Liberal Arts or Sciences major

The following courses are required to complete the BSE Elementary Education/MEd Special Education Dual Licensure 5-Year Program:

- ENGL 254 Literature for Elementary Education Majors
- GEOG 151 Human Geography
- HIST 131 World History to 1500
- HIST 221 United States History and Constitutions to 1865
- MATH 107 Principles of Mathematics I
- POLI 172 Introduction to American Government
- PSYC 224 Child Psychology
- or
- PSYC 227 Development through the Life Cycle

Note: Some of the required courses listed above also fulfill certain Core Curriculum Requirements

- Additional undergraduate program requirements:
- *SPED 202 Introduction to Special Education
- ELED 310 Teaching Science and Social Studies in the Elementary School
- ELED 330 Teaching Reading in the Elementary School
- ELED 340 Teaching Language Arts in the Elementary School
- ELED 350 Teaching Mathematics in the Elementary School
- ELED 360 Teaching in a Standards-based Inclusive Elementary Classroom
- or
- SPED 217 Meeting the Needs of all Learners
- ELED 492 Supervised Teaching in Public Schools: Elementary
- SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8)

Graduate Program Requirements

- Students must complete the following courses:
- EDMC 530 The Teacher as Researcher
- SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8

**To be completed prior to admission to Professional Education and enrollment in upper division education courses.*

- SPED 517 Language Skills for Special Needs Learners
- SPED 518 Reading Strategies in Special Education
- SPED 530 Assessment Procedures in Special Education
- SPED 550 Seminar in Special Education
- SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction
- SPED 575 Behavior Interventions in Special Education
- SPED 594 Practicum: Moderate Disabilities (PreK-8)

MINOR IN SPECIAL EDUCATION

1. Students who wish to minor in special education, must complete a "Change/Declaration of Minor" card through the Academic Achievement Center.
2. Students interested in a minor should contact the Chairperson of the Department of Special Education and Communication Disorders to develop a program plan.
3. Candidates for the Special Education Minor must meet School of Education and Allied Studies Professional Program admission requirements prior to enrolling in SPED 300 or 400 level courses. Candidates will have a major in the liberal arts area and a minor in Special Education.

Required coursework (6 credits):

- SPED 202 Introduction to Special Education
- SPED 203 Cultural Diversity Issues in School and Society

Electives (12 credits):

- SPED 211 Early Childhood Learner with Special Needs
- SPED 217 Meeting the Needs of all Learners
- SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner
- SPED 402 Children with Reading Disability: Diagnosis and Teaching Strategies
- SPED 460 Topics in Special Education (may not be repeated for credit toward the minor)
- SPED 499 Directed Study in Special Education (may be repeated up to a maximum of 3 credits toward the minor)

COMMUNICATION DISORDERS

Program Coordinator: Dr. Sandra Ciocci

The department offers a preprofessional program in communication disorders for students interested in preparation for graduate study in speech-language pathology and/or audiology.

Specific information is available from the Department of Special Education and Communication Disorders. Contact Dr. Sandra Ciocci at 508.531.2628 or sciocci@bridgew.edu.

CONCENTRATION IN COMMUNICATION DISORDERS

The minimum requirements for the communication disorders concentration include:

- SPED 203 Cultural Diversity Issues in School and Society
 COMD 220 Introduction to Communication Sciences and Disorders
 COMD 281 Speech Anatomy and Physiology
 COMD 282 Speech and Hearing Science
 COMD 290 Language Acquisition and Development
 COMD 294 Phonetics
 COMD 312 Language Disorders in Children
 COMD 313 Phonology and Articulation Disorders
 COMD 351 Introduction to Audiology
 COMD 393 Aural Rehabilitation
 COMD 480 Clinical Procedures: An Overview
 One elective chosen from:
 COMD 325 Voice Disorders in Children and Adults
 or
 COMD 352 Clinical Audiology

Required Cognates

- PSYC 227 Development Through the Life Cycle
 ENGL 323 Introduction to Linguistics

Once a student declares communication disorders as a concentration, he or she will be screened for adequate speech and language patterns to assure appropriate modeling of speech by therapists. Appropriate recommendations will be made for improvement, which the student will be required to follow if he or she wishes to pursue a practicum program sequence.

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum Requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

MINOR IN COMMUNICATION DISORDERS

- COMD 220 Introduction to Communication Disorders

- COMD 281 Speech Anatomy and Physiology
 COMD 282 Speech and Hearing Science
 COMD 290 Language Acquisition and Development
 COMD 294 Phonetics
 COMD 351 Introduction to Audiology

GRADUATE PROGRAMS

SPECIAL EDUCATION

Graduate Program Coordinator: Dr. Kenneth Dobush

At the graduate level the Department of Special Education and Communication Disorders offers several programs designed to meet the needs of graduate students. Contact Dr. Kenneth Dobush at 508.531.2270 or kdobush@bridgew.edu for specific information.

For information regarding graduate program application procedures and admission standards, students should consult the "School of Graduate Studies" section of this catalog.

Students seeking initial licensure should consult the section of this catalog entitled "School of Education and Allied Studies" for professional education admission and retention information and important institutional deadlines.

Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits (12) that can be applied to their degree. Therefore, students are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit consult the "School of Graduate Studies" section of this catalog.

POST BACCALAUREATE INITIAL LICENSURE PROGRAMS

- Teacher of Students with Moderate Disabilities (PreK-8 or 5-12)
- Teacher of Students with Severe Disabilities (all levels)

POST BACCALAUREATE PROGRAM – TEACHER OF STUDENTS WITH MODERATE DISABILITIES (PREK-8, 5-12) (INITIAL LICENSURE)

Admission Requirements

- 1.) Candidates must meet all School of Graduate Studies requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program Requirements

Through an adviser, undertake appropriate course work and activities including the following:

- 1.) Candidates must complete GRPP 501, Graduate Planning (1 credit) and SPED 202 or SPED 510, or an equivalent introductory class in special education.
- 2.) A) **PreK-8 Candidates** must, prior to the student teaching experience:
 - a. complete an appropriate psychology course (either PSYC 224 or 227 or equivalent).
 - b. have either passed a subject content MTEL™ test or the MTEL™ General Curriculum test.
 - c. complete SPED 402 Children with Reading Disabilities (or equivalent)
- B) **5-12 Candidates** must, prior to the student teaching experience:
 - a. complete an appropriate psychology course (PSYC 227 or equivalent).
 - b. have either passed a subject content MTEL™ test or the MTEL™ General Curriculum test.
 - c. complete SPED 402 Children with Reading Disabilities (or equivalent)
- 3.) Candidates will also be required to pass the MTEL™ Foundations of Reading Test prior to licensure.

Licensure Requirements

- SPED 504 Applied Curriculum Development for Learners with Special Needs (PreK-8)..... 3 credits
- or
- SPED 505 Applied Curriculum Development for Learners with Special Needs (5-12) 3 credits

- SPED 508 Strategies for Diversity..... 3 credits
- SPED 530 Assessment Procedures in Special Education..... 3 credits
- SPED 575 Behavioral Intervention in Special Education..... 3 credits
- SPED 594 Practicum: Moderate Disabilities (PreK-8)..... 6 or 12 credits
- or
- SPED 595 Practicum: Moderate Disabilities (5-12)..... 6 or 12 credits

POST BACCALAUREATE PROGRAM – TEACHER OF STUDENTS WITH SEVERE DISABILITIES (ALL LEVELS) (INITIAL LICENSURE)

Admission Requirements:

- 1.) Candidates must meet all School of Graduate Studies requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL).

Program Requirements

Through an adviser, undertake appropriate course work and activities including the following:

- 1.) Candidates must complete GRPP 501, Graduate Planning (1 credit) and SPED 202 or SPED 510 (or equivalent), an introductory class in special education.
- 2.) Candidates must complete SPED 402 Children with Reading Disabilities (or equivalent) prior to enrollment in SPED 524.
- 3.) Candidates must complete an appropriate developmental psychology course.
- 4.) Candidates must submit evidence that they have passed the MTEL™ Test of General Curriculum prior to the practicum experience

Licensure Requirements

- SPED 508 Strategies for Diversity..... 3 credits
- SPED 517 Language Skills for Special Needs Learners 3 credits
- SPED 575 Behavioral Intervention in Special Education.....3 credits
- SPED 530 Assessment Procedures in Special Education.....3 credits
- SPED 524 Curriculum Development for Learners with Severe Disabilities I.....3 credits

- SPED 525 Curriculum Development for Learners
with Severe Disabilities II3 credits
- SPED 593 Practicum: Severe
Disabilities 6 or 12 credits

MASTER OF EDUCATION IN SPECIAL EDUCATION

- MEd in Special Education (Initial Licensure, Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- MEd in Special Education (Partial Fulfillment of Professional Licensure, Teacher of Students with Moderate Disabilities, PreK-8 or 5-12)
- MEd in Special Education (Dual Licensure BSE and MEd) Moderate Disabilities and Elementary Education
- MEd in Special Education (Initial Licensure, Teacher of Students with Severe Disabilities, all levels)
- MEd in Special Education (Non-licensure)

MASTER OF EDUCATION IN SPECIAL EDUCATION MODERATE DISABILITIES (PREK-8 OR 5-12) (INITIAL LICENSURE)

Admission Requirements

1. Candidates must meet all Graduate Admissions Office requirements and have an undergraduate GPA of 2.8.
2. Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL).

Program Requirements

1. Candidates must complete GRPP 501, Graduate Program Planning (1 credit), and SPED 202 or SPED 510, or an equivalent introductory class in special education.
2. A) **PreK-8 Candidates** must, prior to the student teaching experience,
 - a. complete an appropriate psychology course (either PSYC 224 or PSYC 227 or equivalent).
 - b. have passed the General Curriculum MTEL Test.
 - c. complete SPED 402 Children with Reading Disabilities

- B) **5-12 Candidates** must, prior to the student teaching experience,
 - a. complete an appropriate psychology course (PSYC 227 or equivalent).
 - b. have either passed a subject content MTEL test or the General Curriculum MTEL test.
 - c. complete SPED 402 Children with Reading Disabilities
3. All candidates are required to pass the MTEL Foundations of Reading Test prior to licensure.

Degree/Licensure Requirements

- SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8 (3 credits)
- or
- SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)
- SPED 508 Strategies for Diversity (3 credits)
- SPED 530 Assessment Procedures in Special Education (3 credits)
- SPED 575 Behavioral Interventions in Special Education (3 credits)
- SPED 594 Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)
- or
- SPED 595 Practicum: Moderate Disabilities (5-12) (6 or 12 credits)
- 24 credit hour license program

Additional Degree Requirements

- EDMC 530 Teacher as Researcher (3 credits)
- SPED 517 Language Skills for Special Needs Learners (3 credits)
- SPED 518 Reading Strategies in Special Education (3 credits)
- SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction (3 credits)
- SPED 550 Seminar in Special Education (3 credits)

Degree requirements include a minimum of 30 approved graduate credits and the successful completion of the comprehensive examination.

MASTER OF EDUCATION IN SPECIAL EDUCATION SEVERE DISABILITIES (ALL LEVELS) (INITIAL LICENSURE)

Admission Requirements

- 1.) Candidates must meet all graduate admissions Office requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™).

Program Requirements

Through adviser, undertake appropriate course work and activities including the following:

- 1.) Candidates must complete GRPP 501, Graduate Planning (1 credit) and SPED 202 or SPED 510 or an equivalent introductory class in special education.
- 2.) Candidates must complete SPED 402, Children with Reading Disabilities (or equivalent) prior to enrollment in SPED 524.
- 3.) Candidates must have completed an appropriate Developmental Psychology course
- 4.) Candidates must submit evidence that they have passed the MTEL™ Test of General Curriculum prior to the internship/practicum experience.

License Requirements

- SPED 508 Strategies for Diversity (3 credits)
- SPED 517 Language Skills Special Needs Learners (3 credits)
- SPED 575 Behavior Intervention in Special Education (3 credits)
- SPED 530 Assessment Procedures in Special Education (3 credits)
- SPED 524 Curriculum Development for Learners with Severe Disabilities I (3 credits)
- SPED 525 Curriculum Development for Learners with Severe Disabilities II (3 credits)
- SPED 593 Practicum: Severe Disabilities (6 or 12 credits)

Additional degree requirements:

- EDMC 530 Teacher as Researcher (3 credits)
- SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction (3 credits)
- SPED 550 Seminar in Special Education (3 credits)

Degree requirement includes a minimum of 34 approved graduate credits and the successful completion of the comprehensive examination.

MASTER OF EDUCATION IN SPECIAL EDUCATION (NON-LICENSURE)

This program is designed for students who wish to earn a master's degree in special education. This program does not lead to licensure.

Admission Requirements

1. Candidates who have enrolled in appropriate course work prior to admission are limited in the number of credits that can be applied to their degree. Therefore, students are urged to complete the application for graduate admissions as soon as possible. For details regarding transfer credit, consult the "Graduate and Continuing Education" section of this catalog.
2. All candidates must submit evidence that they have passed the Communication and Literacy Skills portion of the Massachusetts Tests for Educator Licensure (MTEL™) or have earned an acceptable score on the Graduate Record Examination as a criterion for admission.
3. Candidates must meet all Graduate Admissions Office requirements and have an undergraduate GPA of 2.8.

Program Requirements

- Through an adviser, undertake appropriate course work and activities including the following:
Candidates must complete GRPP 501 Graduate Program Planning (1 credit) and SPED 202 or SPED 510 or an equivalent introductory course in special education.
- Required Education Course (3 credits)
EDMC 530 The Teacher as Researcher (3 credits)
- Required Special Education Courses (18-21 credits)
SPED 504 Applied Curriculum Development for Learners with Special Needs PreK-8
or
SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)
SPED 522 The Inclusion Classroom : Philosophy and Implementation (3 credits)

SPED 530 Assessment Procedures Special Education (3 credits)

SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction (3 credits)

SPED 575 Behavior Interventions in Special Education (3 credits)

SPED 550 Seminar in Special Education (3 credits)

SPED 555 Field Experience in Special Education (only for those without Special Education experience) (3 credits)

- Appropriate elective(s) as determined with an adviser. *Suggested* electives include, but are not limited to, the following: (6-9 credits):

SPED 508 Strategies for Diversity (3 credits)

SPED 516 Applied Collaborative Strategies (3 credits)

SPED 517 Language Skills for Special Needs Learners (3 credits)

SPED 518 Reading Strategies in Special Education (3 credits)

SPED 522 The Inclusion Classroom: Philosophy and Implementation (3 credits)

Degree requirements include a minimum of 31 approved graduate credits and successful completion of either written or oral comprehensive examination.

MASTER OF EDUCATION IN SPECIAL EDUCATION (PROFESSIONAL LICENSURE)

This program is a degree program for partial fulfillment of Massachusetts Department of Education professional licensure requirements.

Admission Requirements

- 1.) Candidates must meet all Graduate School of Graduate Studies admission requirements and have an undergraduate GPA of 2.8.
- 2.) Candidates must submit evidence that they have passed the Communication and Literacy test of the Massachusetts Tests for Educator Licensure (MTEL™).

Program Requirements

Through adviser, undertake appropriate coursework and activities including completion of GRPP 501, Graduate Planning (1 credit)

Note: Candidates who have enrolled in appropriate coursework prior to admission are limited in the number of credits that can be applied to their degree. Therefore, students are urged to complete the application for graduate

admissions as soon as possible. For details regarding transfer credit consult the "School of Graduate Studies" section of this catalog.

Degree Requirements

Professional Content Core (15 credits):

Appropriate content based coursework as determined with an advisor; coursework in Reading and/or other areas within the Arts and Sciences.

Professional Discipline Core (15 credits):

Required coursework (12 credits):

EDMC 530 Teacher as Researcher (3 credits)

SPED 550 Seminar in Special Education (3 credits)

SPED 560 Teaching Students with Special Needs Through Direct/Explicit Instruction (3 credits)

SPED 518 Advanced Reading Strategies in Special Education (3 credits)

Elective (3 credits) as determined with an adviser; suggested electives include, but are not limited to, the following:

SPED 517 Language Skills for Special Needs Learners (3 credits)

SPED 522 The Inclusion Classroom (3 credits)

Degree requirements include a minimum of 30 approved graduate credits and the successful completion of the comprehensive examination.

COMMUNICATION DISORDERS CONCENTRATION

The graduate-level concentration in communication disorders is presently inactive. For further information, contact the communication disorders program coordinator.

CONCENTRATION IN BILINGUAL SPECIAL EDUCATION

The concentration in bilingual special education is presently inactive. For further information contact the special education program coordinator.

INTERDISCIPLINARY AND PREPROFESSIONAL PROGRAMS

ACTUARIAL SCIENCE MINOR

This interdisciplinary minor, drawing from both high-level mathematics courses and finance courses is ideally suited for mathematics majors or accounting and finance majors who are interested in preparing for the actuarial science exam and in pursuing a career as an actuary or in a related area.

ACFI 240 Principles of Accounting I
ACFI 241 Principles of Accounting II
ACFI 385 Managerial Finance
MATH 151 Calculus I
MATH 152 Calculus II
MATH 251 Calculus III

Choose one course from the following:

ACFI 476 Insurance and Risk Management
ACFI 490 Investments
MATH 403 Probability Theory

Note: Accounting and finance majors may *not* choose ACFI 476 or ACFI 490 to satisfy the minor requirements. Mathematics majors may *not* choose MATH 403 to satisfy the minor requirements.

For further information, interested students should contact Dr. Shannon Donovan of the Department of Accounting and Finance or Professor Richard Quindley of the Department of Mathematics and Computer Science.

AMERICAN STUDIES MINOR

Designed to complement the student's major, this minor program examines the development of American society and culture from several perspectives. It features a study of the United States through a combination of relevant courses in a variety of academic areas: history, literature, art and architecture, philosophy, religion, political science and others. Through this interdisciplinary focus, the minor encourages an integrated and inclusive sense of the American experience.

The area around Bridgewater is rich in library and museum resources for American studies. In addition to the holdings of Boston-area colleges and universities, there are the collections of the Massachusetts Histori-

cal Society, the Pilgrim Museum, Plimouth Plantation, the Whaling Museum in New Bedford, Fuller Museum of Art, the Boston and Providence Athenaeums, the John Carter Brown Library and the Harris Collection at Brown University. Bridgewater itself has the Micro-book Library of American Civilization and the PCMI humanities collection.

A student wishing to pursue a minor in American studies will ordinarily be assigned an adviser from the American Studies Committee, and will be expected to take the following sequence of courses in the sophomore, junior and senior years:

Required Courses:

INTD 220 Introduction to American Studies
INTD 420 American Studies Seminar

Elective Courses: In consultation with an American studies adviser, the student will choose a group of at least four additional courses in fields related to the program. Most likely these courses will be spread over the junior and senior years. At least two of these additional courses must be chosen from disciplines outside the student's major.

For further information, interested students should contact the Department of English.

ASIAN STUDIES MINOR

This multidisciplinary minor in Asian studies gives interested students the opportunity to learn about Asian societies and cultures. Students may focus on East Asia or South Asia or take courses on both regions. The minor emphasizes the importance of understanding the history, geography, philosophy, government, sociology and cultures of Asia in order to understand these societies. It will give students greater strength in academic, career and professional preparation.

Students may pursue a minor in Asian studies by taking a combination of 18 credit hours or core and elective credits from the courses listed below. Students interested in the Asian studies minor, should contact Dr. Wing-kai To in the Department of History.

Required core courses:

Three courses from three of the following areas (limited to one course from each area):

- HIST 151 Asian Civilization
HIST 480 History of Imperial China
HIST 482 History of Modern Japan

- HIST 483 South Asia: The Modern Period
- 2. PHIL 212 Philosophies of India
- PHIL 213 Philosophies of China and Japan
- 3. POLI 330 Asian Politics
- SOCI 217 East Asian Societies: China and Japan

Elective courses:

Three additional courses taken from remaining core courses above or from the following list:

- ANTH 216 Peoples and Cultures of the Middle East
- ARTH 205 Asian Art Survey: India, China and Japan
- ARTH 208 Survey of Islamic Art and Architecture
- COMM 365 Introduction to Intercultural Communication
- COMM 462 Patterns of International Communication
- HIST 475 History of the Middle East
- HIST 476 The Arab-Israeli Conflict
- HIST 481 China Under Communism
- HIST 484 War and Revolution in Modern Asia
- LACH 101 Elementary Chinese I
- LACH 102 Elementary Chinese II
- LAJA 101 Elementary Japanese I
- LAJA 102 Elementary Japanese II
- LAJA 151 Intermediate Japanese I
- LAJA 172 Business Japanese
- PHED 345 Sport and Physical Education in East Asian Culture
- PHED 346 Sport and Culture in India
- PSYC 200 Non-Western Theories of Personality
- SOCI 214 Middle Eastern Societies
- THEA 222 Asian Theater

CANADIAN STUDIES MINOR

The minor has been developed as an area study in response to faculty, student and regional interest. The national origins of a large portion of the population of Southeastern Massachusetts reflect strong Canadian ties from both the French and English communities.

The program is designed to supplement and give a multicultural dimension to one's major by an in-depth study of our northern neighbor. The study is presented in the following academic areas: history, literature, geography, management, music, economics, sociology and political science.

Students may enter the Canadian studies minor during

the sophomore or junior year and will be assigned an adviser in their major field, usually a member of the College Council for Canadian Studies.

In addition to INTD 200, An Introduction to Canadian Studies, students in the program should select courses from those listed below.

Three courses with at least one from each area:

- A.) Area of literature and history:
 - ENGL 251 Literary Themes: Canadian Literature and National Identity
 - HIST 487 Canadian History to Confederation
 - HIST 488 Canadian History since Confederation
 - HIST 489 History of Canadian-American Relations
 - HIST 494 Quebec and Canada since 1867
- B.) Area of geography and political science:
 - GEOG 386 Geography of Canada
 - POLI 370 Canadian Foreign Policy: Actors and Issues
 - POLI 377 Canadian-American Political Relations
 - POLI 440 The Politics of Quebec

Two electives, one from each of the following two groups:

- A.) One course selected from the following:
 - ARTH 135-136 Freshman Honors Colloquium (when Canadian art is included)
 - ANTH 206 Native Cultures in North America
 - ANTH 328 Archaeology of North America
 - CRJU 399 Special Topics: Youth Offenders: Canada/U.S.
 - ENGL 251 Literary Themes: Canadian Literature and National Identity
 - GEOG 378 Geography of Anglo-America
 - GEOG 386 Geography of Canada
 - HIST 487 Canadian History to Confederation
 - HIST 488 Canadian History since Confederation
 - HIST 489 History of Canadian-American Relations
 - HIST 491 Medicine and Society in the North Atlantic World
 - HIST 494 Quebec and Canada since 1867
 - LAFR 101 Elementary French I
 - LAFR 102 Elementary French II
 - SOCI 313 Family Violence (when Canada is included)

- B.) One course selected from the following:
 BIOL 117 Biological Environment: Canada
 ECON 302 The Canadian Economy:
 A Comparative Approach
 ECON 321 International Economics (when
 Canada is included)
 PHED/INTD 236 Games and Sport of Arctic
 People
 POLI 370 Canadian Foreign Policy: Actors and
 Issues
 POLI 377 Canadian-American Political
 Relations
 POLI 386 Canadian Politics

Total of 18 credit hours.

Students in the minor are encouraged to have some familiarity with French.

For further details contact Professor Anthony Cicerone of the Department of Economics, telephone 508.531.2421. Web site: www.bridgew.edu/canada

CHEMISTRY-GEOLOGY MAJOR

A major in chemistry-geology is offered jointly by the Department of Chemical Sciences and the Department of Earth Sciences. This program is designed to prepare students for graduate school and professional employment in geochemistry and geology. Careers in these fields may involve environmental consulting, petroleum, mineral and groundwater exploration or research in geochronology, mineralogy, crystallography and oceanography. This major is particularly suited to students interested in chemical or geological oceanography. The program is flexible in that it allows the student to specialize in a variety of areas by suitable choice of electives.

Chemistry-Geology Major (Leading to a BS in Chemistry and Geology)

- CHEM 141 Chemical Principles I
 CHEM 142 Chemical Principles II
 EASC 100 Physical Geology
 EASC 101 Historical Geology
 EASC 311 Geochemistry
 EASC 372 Mineralogy

Electives:

- Two additional semesters of chemistry
 Two semesters of physics
 Two semesters of mathematics

In addition to the above electives: 6 hours of chemistry, earth sciences, mathematics and/or physics (courses must be approved by the student's adviser).

Core Curriculum Requirements

A minimum of 120 earned hours is required for graduation. These earned hours include Core Curriculum requirements as specified in the "Undergraduate Academic Programs" section of this catalog. For additional graduation requirements, see the "Undergraduate Academic Policies" section of this catalog.

The chemistry-geology major at Bridgewater State College is recognized by the New England Regional Student Program as an undergraduate four-year degree opportunity for residents of New England. Students who are legal residents of Connecticut, Maine, New Hampshire, Rhode Island or Vermont accepted for study in this major will pay the in-state tuition rate plus surcharge tuition.

CIVIC EDUCATION AND COMMUNITY LEADERSHIP MINOR

The Civic Education and Community Leadership minor consists of 21 credit hours of course work designed to: (1) provide students with an interdisciplinary curriculum that promotes leadership and community service; (2) build on the college's service learning mission; and, (3) broaden campus efforts to build partnerships with local and state community organizations. The learning objectives associated with the minor include developing students' knowledge and understanding of civic leadership and community engagement, communication and advocacy, management and organizational behavior, local and regional affairs, economic development, politics and governance, and social justice and social change.

Because interdisciplinary perspectives are necessary to solve most public policy problems, 12 different disciplines across the campus - anthropology, communication studies, economics, English, geography, history, management, philosophy, psychology, political science, social work, and sociology - offer courses in the program. Students completing this minor will be assigned a faculty adviser from one of these departments. For further information, interested students should contact the coordinator of the minor, Dr. George Serra, Director of the Political Science Department's Center for Legislative Studies.

Requirements of the minor:

In addition to the requirements listed below, a grade of C or above is required in all courses applied toward the minor.

Foundation course (3 credits)

It is recommended that students complete the foundation course before completing the other components of the minor.

POLI 201 Foundations of Citizenship and Community Leadership

Experiential and Service Learning course (3 credits)

Any of the following courses will satisfy this requirement if (1) a *substantial* portion of course content is related to issues pertaining to civic education and community leadership *and*, (2) the student has gained written approval from the chairperson of the department offering the course *and* the coordinator of the minor. Students should gain written approval prior to completing an experiential or service learning course to ensure that it will satisfy this requirement of the minor.

POLI 498, COMM 498, ECON 498, ENGL 498, GEOG 498, HIST 498, MGMT 498, PSYC 498, SCWK 498, SOCI 498
or

Any course other than POLI 201 that contains a substantial service learning component. Students should consult with their faculty advisor for the minor to identify such courses.

Area Requirements (15 credits)

Students must take one course (3 credits) from *each* of the following areas. A special topics course or a directed study offered by any *of* the departments listed below will satisfy an area requirements if. (1) a significant portion *of* course content is related to the area requirement *and*, (2) the student has gained prior approval from the chairperson *of* the department offering the course *and* the coordinator *of* the minor. Students should gain written approval prior to completing a special topics course or a directed study to ensure that it will satisfy this requirement *of* the minor.

In fulfilling the area requirements, students may not take more than two courses (6 credits) from the same department, and at least three *of* the courses (9 credits) must be at the 300-400 level. No course can count toward satisfying one *of* the area requirements *and* the experiential and service learning requirement listed above; students must choose whether they want a course to satisfy an area requirement *or* the experiential and service learning requirement.

Communication and Advocacy

COMM 301 Introduction to Public Relations
COMM 360 Argumentation and Advocacy

COMM 365 Introduction to Intercultural Communication
ENGL 200 Personal and Public Writing
ENGL 201 Technical Writing
ENGL 202 Business Communication
ENGL 302 Technical Writing 11
ENGL 396 Rhetoric and Style

Leadership, Management, and Organizations

ANTH 415 Anthropology of Education
ECON 375 Labor Economics
ECON 430 Managerial Economics
HIST 462 American Labor History
MGMT 130 Principles of Management
MGMT 140 Human Resources Management
MGMT 303 Organizational Behavior
MGMT 340 Labor Relations
MGMT 375 Personnel Development
POLI 279 Introduction to Public Administration
POLI 399 Collective Bargaining in the Public Sector
POLI 495 Administrative Law and Regulation
PSYC 313 Industrial and Organizational Psychology
SOCI 332 Sociology of Organizations

Local and Regional Affairs

ANTH 426 Seminar: New England Ethnic and Regional Communities
ECON 350 Urban Economic Problems and Policies
GEOG 353 Urban Geography
GEOG 462 Principles of Urban Planning
GEOG 463 Applications in Urban Planning
HIST 464 New England Textile Communities: Social and Economic History
POLI 277 American Government: State and Local
POLI 376 Urban Politics
SOCI 206 Cities and People: Urban Sociology
SOCI 426 Seminar: New England Ethnic and Regional Communities

Politics, Economics, and Governance

ANTH 331 Political Anthropology
ECON 101 Principles of Microeconomics
ECON 102 Principles of Macroeconomics
GEOG 350 Economic Geography
GEOG 355 Political Geography
GEOG 431 Environmental Regulations
HIST 443 United States History: The Early National Period
PHIL 322 Philosophy of Law
POLI/ECON 340 Law and Economics

Interdisciplinary and Preprofessional Programs

POLI 341 Constitutional Law and Politics: The Powers of Government

POLI 372 Legislative Process and Procedure

POLI 375 American Political Parties and Interest Groups

POLI 380 Public Opinion and Mass Political Behavior

POLI 390 Public Finance

POLI 391 The American Presidency

POLI 479 Public Policy

POLI 495 Administrative Law and Regulation

Social Justice and Social Change

ANTH 115 Anthropology of Race, Class, and Gender

ANTH 204 Global Human Issues

ANTH 208 Anthropology of Women

ANTH 305 Culture Change

ANTH 319 Contemporary Native Americans

ANTH 435 Seminar: Global Feminism

GEOG 333 Geography of Environmental Justice

HIST 453 United States History: Progressive Era

HIST 465 African-American History

HIST 466 Women in American History

HIST 473 Asian-American History

INTD 240 Critical Perspectives in Women's and Gender Studies

PHIL 235 Human Rights and Human Liberties

POLI 342 Constitutional Law and Politics: The First Amendment

POLI 343 Constitutional Law and Politics: Liberty and Equality

POLI 389 Racial Politics in the United States

POLI 476 Women and Politics

PSYC 310 Social Psychology

SCWK 250 Introduction to Social Welfare

SCWK 270 Social Work Issues of Diversity and Oppression

SCWK 333 Social Work with the Aged and Their Families

SCWK 350 Social Welfare Policy

SCWK 415 Social Services in Alcohol and Substance Abuse

SCWK 432 Social Work Practice with Communities and Individuals

SOCI 103 Social Problems

SOCI 104 Global Human Issues

SOCI 207 Social Inequality

SOCI 312 Discrimination and Prejudice

SOCI 315 Race and Ethnicity in America

SOCI 316 Collective Behavior and Social Movements

SOCI 336 Social Change

DANCE MINOR

The dance minor is an interdisciplinary program in the Theater and Dance program and physical education programs. The objective is to give a solid liberal arts experience in the art of dance. The program includes the study of techniques of various styles of dance, dance history and theory, choreography and production.

Required Courses:

THEA/PHED 155 Dance Practicum (two semesters)

THEA/PHED 251 Dance History

THEA/PHED 255 Creative Dance I

THEA/PHED 256 Creative Dance II

THEA/PHED 357 Dance Production Theory

THEA/PHED 358 Dance Production Techniques

PHED 154 Ballet

Required courses:

Choose one:

PHED 161 Folk Dance

PHED 164 Square Dance

PHED 168 Ballroom Dance

PHED 268 Ballroom Dance II – Theory, Practice and Performance

Choose 6 credits from the following:

PHED 242 Theory and Practice of Ballet, Fall

PHED 245 Theory and Practice of Ballet, Spring

PHED 237 Theory and Practice of Jazz Dance, Fall

PHED 247 Theory and Practice of Jazz Dance, Spring

PHED 248 Theory and Practice of Modern Dance, Fall

PHED 249 Theory and Practice of Modern Dance, Spring

THEA/PHED 259 Dance Repertory

PHED 271 Theory and Practice of Tap Dance II

FORENSIC PSYCHOLOGY MINOR

Required Courses:

PSYC 369 Psychology of Criminal Behavior

PSYC 370 Abnormal Psychology

PSYC 474 Forensic Psychology

PSYC 494 Clinical Practicum: Forensic Psychology

SOCI 328 Criminology

Select one course from the following electives:

CRJU/SOCI 310 Women and Crime

SOCI 313 Family Violence

CRJU/SOCI 334 White Collar Crime

CRJU 354 Corrections

CRJU/SOCI 355 Juvenile Delinquency

Note: Only two courses may be counted toward the minor that have already been counted toward the student's major.

Course Sequence:

PSYC 100 must be taken before any other PSYC course

PSYC 369 must be taken before PSYC 494

SOCI 328 must be taken before the SOCI elective is taken

For further information concerning the forensic psychology minor contact Dr. Elizabeth Englander at englander@bridgew.edu or 508.531.1385.

HEALTH RESOURCES MANAGEMENT MINOR

Students from relevant liberal arts and other-related programs may elect this minor to develop the skills and background knowledge to gain employment at the entry level of health care delivery management. This minor is most appropriate for students in the social sciences, social work, physical education, communication studies, management and other human service oriented professions.

Required Courses:

ACFI 240 Accounting I

HEAL 102 Health and Wellness

HEAL/SCWK 403 Interdisciplinary Approaches to the Delivery of Health Services

HEAL 430 Epidemiology and Community Health

MGMT 130 Principles of Management

MGMT 140 Human Resources Management

Electives (choose one):

ACFI 241 Accounting II

ACFI 385 Managerial Finance

HEAL 401 Human Sexuality

HEAL 405 Drugs in Society

HEAL 471 Nutrition

HEAL 477 Environmental and Consumer Health

MGMT 200 Marketing Principles

MGMT 375 Personnel Development

Students interested in the health resources management minor should contact Dr. Edward Hart in the Department of Movement Arts, Health Promotion and Leisure Studies.

IRISH AMERICAN STUDIES MINOR

The minor in Irish American studies has been developed as an area of study in response to faculty, student

and regional interest. The national origin of a large portion of the population of Southeastern Massachusetts reflects Irish and Irish American ties.

The program has been developed in collaboration with Massasoit Community College and is designed to provide opportunities to learn about Irish immigration to America and the Irish American experience. The minor is an integrated program involving anthropology, art, history, literature, popular culture and sociology.

Students may pursue a minor in Irish American Studies by taking a combination of 18 credit hours consisting of two required courses (6 credit hours) and four elective courses (12 credit hours) selected from the courses listed below. Students may take one elective (with approval of the codirectors) at another institution (such as Boston College, University of Massachusetts-Boston, or Stonehill College). At least nine credit hours must be taken at Bridgewater State College.

The minor also sponsors summer programs in Ireland.

Required Courses:

INTD 216 Introduction to Irish American Studies

Three of the following courses:

ENGL 142 Irish-American Literature I (MCC)

ENGL 143 Irish-American Literature II (MCC)

ENGL 251 Literary Themes: Irish-American Literature

HIST 221 Irish-American History Survey (MCC)

ENGL 398 Film Study: Genres

SOCI 225 Irish-American Experience

Electives: (6 credits)

Choose additional courses from above or from the lists below. No more than one course may be taken from each list below.

Irish Content Courses:

ENGL 381 Irish Literature I

ENGL 382 Irish Literature II

HIST 439 Topics: Ireland, 1798-1922

HIST 211 History of Modern Ireland (MCC)

ENGL 145 Seminar in Ireland: Irish life and Literature* (MCC)

General framework courses:

ANTH/SOCI 315 Ethnic Experience in America

ANTH/SOCI 426 New England Ethnic and Regional Communities

HIST 461 American Immigration and Ethnicity
SOCI 212 Discrimination and Prejudice

*Note: two optional opportunities for travel to Ireland
ENGL 145 Seminar in Ireland at University of
Limerick (MCC)
SOCI 399 Special Topics in Sociology: Out of
Ireland-Understanding Three Centuries
of Migration

Students interested in the Irish American studies minor
should contact Assistant Professor Patricia Fanning of
the Department of Sociology

LATIN AMERICAN AND CARIBBEAN STUDIES MINOR

The Latin American and Caribbean studies program
at Bridgewater State College gives interested students
the opportunity to use the analytical tools of vari-
ous disciplines to learn about the societies of Middle
America, South America, and the Caribbean, including
the Latin American diaspora in the United States and
elsewhere. Students from any discipline may choose a
minor in Latin American and Caribbean studies. By
allowing students to develop an understanding of a
region that is adjacent to the United States and increas-
ingly integrated politically, economically, and culturally,
this minor will enhance their academic and professional
preparation.

Students seeking a minor in Latin American and
Caribbean studies must complete 18 credits of courses
in at least three disciplines from among the courses
listed below. Students pursuing this minor are strongly
encouraged to complete courses in Spanish, Portuguese,
or another language of the region, at least to the inter-
mediate level.

ANTHROPOLOGY

ANTH 213 Latin American Peoples and Cultures
† ANTH 399 Special Topics in Anthropology

GEOGRAPHY

GEOG 381 Geography of Latin America
*†GEOG 550 Contemporary Issues in Geography

HISTORY

HIST 422 Slavery and Race in the Atlantic World
† HIST 439 Topics in Non-United State History
HIST 477 Latin America: The Colonial Period
HIST 478 Latin America: The National Period

† HIST 495 Undergraduate History Colloquium
* HIST 560 Topical Seminar: Latin America

SPANISH

LASP 290 Spanish Phonetics and Dialectology
LASP 310 Contemporary Latin American Short
Story
LASP 320 Latin American Poetry
LASP 392 Spanish-American Civilization
LASP 402 Survey of Spanish-American Literature
LASP 430 Topics in Spanish-American Literature
LASP 490 Seminar in Hispanic Literature
LASP 495 Seminar in Spanish-American Literature

POLITICAL SCIENCE

POLI 381 United States-Latin American Relations
POLI 382 Latin American Government and
Politics
POLI 488 Politics and Development in the Third
World

SOCIAL WORK

SCWK 270 Social Work Issues of Diversity and
Oppression

† Special-topics courses that can be included in the minor,
depending upon the specific topic covered, with prior
permission of the Latin American and Caribbean Studies
Program Coordinator, Dr. James Hayes-Bohanan.

* Formal application required. See "Graduate and Un-
dergraduate Credit" in the "School of Graduate Studies"
section of this catalog.

OCEANOGRAPHY

Courses related to oceanography are offered as a coop-
erative effort of the Departments of Biological Sci-
ences, Chemical Sciences, Geography and Physics. This
emphasis is designed to prepare students for graduate
studies in oceanography.

Most graduate schools of oceanography require an
undergraduate major in biology, chemistry, earth sci-
ences or physics. All students interested in an oceanog-
raphy program should major in one of these disciplines.
Graduate schools of oceanography expect students to
include most of the following courses (or comparable
ones) in their undergraduate programs: Calculus I and
II, Chemical Principles I and II, Quantitative Analysis,
General Physics I and II, Biology I, Biology II, Marine
Biology, Physical Geology, Biological Oceanography and
Physical Oceanography.

These courses, together with one of the majors indicated above, provide the basic foundation for further study in one of the four principal branches of oceanography: biological oceanography, chemical oceanography, geological oceanography and physical oceanography. A student who is interested in oceanography should consult both his/her major adviser and one of the oceanography advisers before registering for courses in his/her freshman year or as soon as possible thereafter. Oceanography advisers are: Dr. Peter Saccocia (Earth Sciences); Dr. Frank Gorga (Chemistry); Dr. John Jahoda (Biology).

PRE-MEDICAL, PRE-DENTAL, PRE-VETERINARY AND OTHER MEDICALLY ORIENTED PROFESSIONS

The Department of Biological Sciences can advise any college student interested in most of the medically oriented professions such as pre-medical, dental, veterinary, physical therapy, osteopathic, chiropractic, podiatry and physician's assistant, as to recommended courses for each area, professional schools' requirements, how to apply and how to prepare for the MCAT, DAT, VCAT and GRE, where applicable. Pertinent information and guidance is available through the pre-medical adviser, Dr. Merideth Krevosky, in the Department of Biological Sciences.

PRE-ENGINEERING

Preprofessional training for students planning to enter engineering schools is provided by Bridgewater State College.

Engineering schools expect prospective students to have demonstrated competency in areas such as mathematics, physics, chemistry and computer science.

Students who are interested in engineering should consult with Dr. Jeffrey Williams, Chairperson of the Department of Physics.

PRE-LAW

Advising for students considering entering law school after graduation is provided by Bridgewater State College. Law schools are generally seeking students with strong academic liberal arts backgrounds who have demonstrated a high degree of competence in their ability to write with clarity, reason logically and analyze complex ideas. While law students come from a variety of majors, it is useful to have a balanced curriculum

with some preparation in history, English, government and philosophy. Students interested in a legal career should consult with Professor Mark Kemper of the Department of Political Science or Professor Aeon Skoble of the Department of Philosophy.

PUBLIC HISTORY MINOR

A program of courses offered by the Departments of Anthropology, History, Sociology and Criminal Justice to provide students with education and training for professional positions in public institutions such as museums, government offices, historical societies, national parks and in business. The program is designed to serve the Southeastern Massachusetts region. Students will choose courses from those listed below:

Required courses:

HIST 492 Historical Museum Management

or

HIST 493 Museum Management: A Practicum

HIST 498 Internship in History

ANTH 103 Introduction to Archaeology

ANTH 303 Archaeological Field Excavation in
Prehistoric Sites in New England

or

ANTH 328 Archaeology of North America

ANTH 410 Public Archaeology

Suggested Electives:

HIST 440 Topics in United States History: Public
History

HIST 441 United States History: The Colonial Period
1607-1763

HIST 460 The History of American Indians

HIST 461 American Immigration and Ethnicity

HIST 464 New England Textile Communities: Social
and Economic History

POLI 277 American Government: State and Local

SOCI 206 Cities and People: Urban Sociology

SOCI 315 Ethnic Experience in America

PUBLIC RELATIONS MINOR

This public relations minor is offered as a cooperative effort of the Departments of Communication Studies, Management and English. It provides an opportunity for students to acquire knowledge and skills germane to public relations practice. Students take courses in management, advertising, public relations, marketing and business writing or elect presentational skills courses, for a total of 21 credit hours.

Required Courses:

COMM 301 Introduction to Public Relations
COMM 391 Public Relations Practicum
MGMT 130 Principles of Management
MGMT 200 Marketing Principles (Prerequisite:
MGMT 130 and ECON 101 or ECON
102 or consent in instructor)
MGMT 424 Advertising

Elective Courses:

Choose one:

COMM 212 Announcing
COMM 250 Public Speaking
COMM 330 Business and Professional Communication

Choose one:

ECON 101 Principles of Microeconomics
ENGL 202 Business Communication

Interested students should contact Professor Thomas Mickey of the Department of Communication Studies.

RUSSIAN AND EAST EUROPEAN STUDIES MINOR

A multidisciplinary minor encompassing 18 credit hours to be selected from courses offered in the Departments of English, Foreign Languages, Geography, History, Political Science and Economics. The major purpose of this minor is to provide students with a deeper understanding of the Eastern European Area (including Russia) and its culture.

Each student must achieve proficiency in the Russian language (up to the intermediate level), but only six credits can be applied to the area program or any other Slavic language. Each requirement can be met by CLEP.

Three credits of each subject taken within the Slavic area studies can also be applied to student's major.

Students participating in the program are encouraged to go beyond the minimum requirements and take additional general education electives in this area. Additional courses can be taken with the approval of the Slavic Council at other Massachusetts State Colleges.

Each student who completes the program will be credited with a minor in the area, and in addition will receive "A Certificate of Completing Area Studies: Slavic."

The requirements for the minor include:

LARU 151-152 Intermediate Russian I-II
HIST 436 History of East-Central Europe since 1918
or
HIST 434 Modern Russia to 1917
or
HIST 435 History of the U.S.S.R.
GEOG 380 Geography of Russia/C.I.S.

Select two of the following courses:

ECON 320 Comparative Economic Systems
POLI 275 Comparative Government
POLI 383 Comparative Political Systems

For further details, contact the Department of History.

URBAN AFFAIRS MINOR

The college offers a multidisciplinary minor in urban affairs under the auspices of the anthropology, geography, economics, history, political science, psychology and sociology and criminal justice departments. The primary purpose of this minor is to provide students with a broader understanding of and sensitivity to the complex problems facing the urban environment through the combined efforts of different disciplines at the college. The minor, through its internship program, is designed to provide students with an opportunity for direct contact and work in fields such as urban planning, urban government, social welfare, social psychology and urban education.

Some examples of internships which are assigned according to the abilities, interests and background of the student and the current needs of the cooperating communities or agencies are:

Department of Geography:

City and regional planning; economic development, land use, environmental protection, transportation studies, cartography/drafting, business/bank locations and market studies.

Department of History:

Working with historical affairs commissions, assisting community organizations in oral history projects and writing about local history.

School of Arts and Sciences:

Working in human services agencies, survey research in public institutions, work in community organizations and voluntary agencies.

Option A

Four out of the following seven courses:

- ANTH 306 Urban Anthropology
 - ECON 350 Urban Economic Problems and Policies
 - GEOG 353 Urban Geography
 - HIST 463 History of the American City
 - POLI 376 Urban Politics
 - PSYC 210 Applied Social Psychology
 - SOCI 206 Cities and People: Urban Sociology
- Internship: (6) credits (Equal to 8 weeks, full time or 16 weeks, half time)

Option B

Four out of the six courses listed under Option A, plus two courses from the list below:

- GEOG 354 Field Methods in Urban Geography
- HIST 462 American Labor History
- POLI 277 American Government: State and Local
- SOCI 312 Discrimination and Prejudice
- 499 Directed Study in individual participating departments

Courses taken to satisfy requirements of a major may not be counted in the minor. Students interested in this program are encouraged to take their general education electives in the area of minority studies.

Students interested in this program should contact:

1. Department of Geography
2. Professor Jean Stonehouse, Department of History

WOMEN'S AND GENDER STUDIES MINOR

Women's and gender studies at Bridgewater State College was established in 1983, and is part of a rapidly growing course of study nationwide. Women's and gender studies is an interdisciplinary minor which combines the analytical tools of different disciplines such as anthropology, psychology, sociology, literature, history, philosophy, etc., when studying the world.

Women's and gender studies is dedicated to the study of women and gender. Gender is the idea of difference between the sexes, and all the assumptions, stereotypes and expectations that accompany these ideas. The minor looks at women and gender issues around the world, but since gender does not give a full understanding to women's lives, we consider other factors such as race, class, culture and sexuality. The minor combines these tools and areas of interest into what we call an "integrative analysis." The objective is to introduce students

to analytical tools and basic approaches to the study of women in a variety of fields.

Students in the women's and gender studies have found that a minor in women's and gender studies enhances their major curriculum by broadening their lens of inquiry, encouraging them to ask new and meaningful questions about women and men, and seeing the world in a more meaningful way. Students of women's and gender studies go on to graduate school in women's and gender studies and in other disciplines, become teachers, librarians, attorneys, writers, reporters, labor organizers, social workers, counselors, ministers, performers, midwives, doctors and more.

Women's and Gender Studies Minor

Students are required to take six women's and gender studies courses to complete the women's and gender studies minor, including:

- WMST/INTD 240 – Critical Perspectives in Women's Studies
- 15 credits selected from the list below of approved women's and gender studies courses to include:

6 credits in literature, history, philosophy and/or the arts

6 credits in social sciences, behavioral sciences and/or natural sciences

3 credits of electives

NOTE: No more than two courses from the 15 credits may be taken in the same department.

Art

ARTH 308 Women in the Visual Arts

Anthropology

ANTH 115 Anthropology of Race, Class, and Gender

ANTH 208 Anthropology of Women

ANTH/SOCI 314 Women in Myth and Lore

ANTH 417 Seminar: She/He "Two Spirits" Gender Cross-Culturally

ANTH 435 Seminar: Global Feminism

English

ENGL 327 Women Writers: The Female Tradition to 1900

ENGL 328 Women Writers: The Female Tradition Since 1900

*Gender and Writing

Foreign Language

*Gender, Sexuality and Politics in Hispanic Cinema

History

HIST 421 European Women's History: Medieval
Renaissance and Reformation

HIST 466 Women in American History

Interdisciplinary

WMST/SCWK 304 The Psychosocial Development
of Women

*Directed Study in Women's Studies

Photography

ARTS 216 Basic Photography (Learning
Community)

Philosophy

PHIL 210 Liberation Ethics

PHIL 332 Philosophy and Feminist Thought

Political Science

POLI 476 Women and Politics

Sociology

SOCI 310 Women and Crime

SOCI 313 Family Violence

SOCI 330 Women's Roles: Sociology of Sex and
Gender

*Feminist Theory

Movement Arts

WMST/PHED 365 Women in Sports

*Women's Health Issues

Social Work

SCWK 270 Social Work Issues of Diversity and
Oppression

*** NOTE: Certain titles, are offered under de-
partmental topics courses and may be applied
to the required electives upon approval of the
women's studies coordinator.**

For additional information about the women's and gen-
der studies minor contact, Dr. Diana Fox, Department of
Anthropology.

COURSE DESCRIPTIONS

The course descriptions include all courses which are taught for academic credit at the college. They are arranged in alpha-numerical sequence by course subject code. At present, the majority of the 500-600 level courses are offered in the evening hours. Students should be aware that not all courses are offered in the evening.

Students who are only able to enroll in classes 4:00 PM or after should consult the appropriate department chairperson for information about the availability of evening sections of courses required in a specific major, concentration and/or minor. Students are urged to consult the Course Schedule each semester to determine when specific courses are offered.

COURSE NUMBERING SYSTEM

- 100 - 299 Introductory courses or courses normally taken during the freshman and sophomore years.
- 300 - 399 Courses normally taken in the junior or senior years.
- 400 - 499 Courses normally taken by seniors; open to graduate students if so noted in course schedule.
- 500 - 699 Courses open only to graduate students.

CORE CURRICULUM REQUIREMENT NOTATIONS

Courses designated as satisfying Core Curriculum requirements are noted as such in the course description by a code (i.e. CSOC equates to Social or Behavioral Science) as outlined in this section of the catalog. For a listing of Core Curriculum requirements and the academic categories under which they fall, please refer to the "Undergraduate Academic Programs" section of this catalog.

PREREQUISITE NOTATIONS

Prerequisites, if any, are indicated in the course description. Students must have the necessary prerequisite for each course. Prerequisites are indicated with the individual course listing and are enforced at the

time of registration. Prerequisite courses taken at institutions other than Bridgewater State College must be documented (transcript or grade report, and in some cases course description) prior to registration.

Students who wish to enroll in a course without the prerequisite(s) must obtain a Prerequisite Override form prior to registering for the course. The form must be signed by the chairperson of the department through which the course is offered and, in some cases, the instructor of the course. Students seeking an override of professional education prerequisites for courses taught through the School of Education and Allied Studies must complete a Request for a Student to Take an Upper Level Professional Education Course Without Formal Program Admission form and obtain all required signatures.

SEMESTER NOTATIONS

In some course descriptions, a semester designation indicating when the course can normally be expected to be offered is noted. This information is provided to assist students and their advisers in planning their programs. Please note, however, that all course listings published are subject to change, and that the college reserves the right to cancel courses or sections with inadequate enrollment.

FORMER COURSE NUMBER NOTATIONS

Some courses have had a recent change in their course number. The former number is noted in the course description. Credit will not be given for a course repeated under a different number.

CROSS-LISTED COURSES

In some cases, a course in one discipline may be cross-listed with another course in a different discipline. Course descriptions will be listed under each course prefix in the appropriate discipline. For example, ECON/POLI 340 Law and Economics will be listed under ECON (Economics) and POLI (Political Science). Students may enroll in such courses under either discipline, but not both.

MEETING TIMES

Courses offered during evening hours normally meet once a week for a full semester or a quarter. Unless specified otherwise, day session courses meet for three 50-minute periods or two 75-minute periods per week for one semester. Departures from this rule, such as laboratory and studio periods and quarter courses, are indicated in the course description and in the schedule of courses.

Core Curriculum Course Notations

Courses which satisfy Core Curriculum Requirements are designated in the course description by one or more of the codes listed below:

CODE	REQUIREMENT(S) WHICH THE COURSE SATISFIES
------	---

Core Skills Requirements

CWRI	Writing I
CWR2	Writing II
CLOR	Foundations of Logical Reasoning
CMAR	Foundations of Mathematical Reasoning
CSPK	Spoken Communication

Core Distribution Requirements

CFPA	Fine and Performing Arts
CHUM	Humanities
CNSL	Natural Sciences-Laboratory
CNSN	Natural Sciences-Non Laboratory
CSOC	Social and Behavioral Sciences

Additional Distribution Requirements

CWRT	Writing Intensive
CSPI	Speaking Intensive
CGCL	Global Culture
CMCL	Multiculturalism
CQUR	Quantitative Reasoning
CUSC	United States and Massachusetts Constitutions

Seminars

CFYS	First Year Seminar
CSYS	Second Year Seminar

Upper-level writing intensive course in the major

CWRM	Upper-level writing intensive course in the major
------	---

Course Subject Code Key

Accounting and Finance	ACFI
Adult Education	ADED
Anthropology	ANTH
Arabic	LAAR
Art	ARTH, ARTS
Athletic Training	ATTR
Aviation Science	AVSC
Biology	BIOE, BIOF, BIOL
Business	ACFI, MGMT
Chemistry	CHEM
Chinese	LACH
Coaching	PHED
Communications	COMM
Communication Disorders	COMD
Computer Science	COME, COMP
Counseling (<i>see Mental Health Counseling, Student Affairs Counseling, School Guidance Counseling</i>)	CNGC, CNMH, CNSA, CNSG
Criminal Justice	CRJU
Dance	THEA, PHED
Early Childhood	ECED, ECPK
Earth Sciences	EASC
Economics	ECON
Education (Master's Core)	EDMC
Education (High School, Middle School, PreK-12)	EDHM, HSED, MSED
Educational Leadership	EDLE
Elementary Education	ELED
English	ENGL
English as a Second Language	ENSL
Exercise Science/Health Fitness	PHED
Finance	ACFI
Foreign Languages (<i>also see individual language</i>)	LANG
French	LAFR
Freshman Skills	FRSK
General Science	GSCI
Geography	GEOG
German	LAGE

Graduate Program Planning Guidance and Counseling	GRPP CNGC	Theater Arts	THEA
Health	HEAL	Women's and Gender Studies	WMST
High School Education	EDHM, HSED		
History	HIST		
Information Systems	COMP, MGMT		
Instructional Technology	INST		
Interdisciplinary	INTD, NSCI, WMST		
Italian	LAIT		
Japanese	LAJA		
Library	LIBR		
Management	MGMT		
Marketing	MGMT		
Mathematics	MATC, MATH		
Media	MEDI		
Mental Health Counseling	CNMH, CNGC		
Middle School Education	EDHM, MSED		
Music	MUSC		
Natural Sciences	NSCI		
Philosophy	PHIL		
Physical Education	PHED		
Physical Geography	GEOG		
Physical Science	PHSC		
Physics	PHYS		
Political Science	POLI		
Portuguese	LAPO		
Psychology	PSYC		
Reading	READ		
Recreation	RECR		
Russian	LARU		
School Administration	EDLE		
School Guidance Counseling	CNSG, CNGC		
Secondary Education (See HSED, MSED, EDHM)			
Social Work	SCWK		
Sociology	SOCI		
Spanish	LASP		
Special Education	SPED		
Speech Communication	COMM		
Student Affairs Counseling	CNSA, CNGC		

COURSE DESCRIPTIONS

ACCOUNTING AND FINANCE (ACFI)

ACFI 150 Personal Finance (3 credits)

This course examines a range of alternative investments with regard to risk and liquidity. It analyzes and compares such investments as real estate, business ownership, securities and other investment types, considering the effects of taxation and inflation.

ACFI 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ACFI 240 Principles of Accounting I (3 credits)

This course involves the preparation and analysis of accounting statements. Areas covered in detail include cash, receivables, merchandise accounting, internal control, inventory valuation and corporate financial reporting. *Either semester*

ACFI 241 Principles of Accounting II (3 credits)

Prerequisite: ACFI 240

This course is a continuation of Accounting I. Areas covered include operating assets, property plant and equipment, current liabilities, long term liabilities, stockholder's equity and financial statement analysis. *Either semester*

ACFI 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different

requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ACFI 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ACFI 305 Business Law I (3 credits)

The course is a study of the law and the judicial process including tort law, criminal law, agency law, administrative law, and constitutional law. The course emphasizes the common law of contracts. *Either semester* (CUSC)

ACFI 340 Intermediate Accounting I (3 credits)

Prerequisite: ACFI 241

This course develops an understanding of generally accepted accounting principles, the conceptual framework and accounting information systems. Financial statements, cash, temporary investments, receivables and inventories are studied in depth. *Fall semester*

ACFI 341 Intermediate Accounting II (3 credits)

Prerequisite: ACFI 340

This course is a continuation of ACFI 340. Topics covered include a continuation of inventory valuation, the acquisition, use and retirement of fixed assets, intangible assets, current and long-term liabilities, retained earnings and capital stock. *Spring semester*

ACFI 350 Managerial Accounting (3 credits)

Prerequisite: ACFI 241

A study of management's use of accounting information to make decisions related to planning, controlling, and evaluating the organization's operations. The behavior and management costs, as well as techniques used to evaluate and control results of operations are discussed. Topics include: cost terminology, cost behavior, cost-volume-profit analysis, job order costing, activity based costing, segment reporting, budgeting, standards, performance measures and variance analysis, evaluation of decentralized operations, and differential analysis techniques. This course is presented from the perspective of the user of accounting information rather than the preparer of such information. Analytical problem solving techniques and the use of electronic spreadsheets will be utilized as decision-making tools. *Either semester*

ACFI 385 Managerial Finance (3 credits)

Prerequisite: ACFI 241

Provides understanding of the finance function and the responsibilities of the financial manager. Develops concepts and tools for use in effective financial decision making and problem solving. Covers ratio analysis, funds, flow, forecasting, current assets management, budgeting, credit services, formation and cost of capital and impact of operating and financial leverages. *Either semester*

ACFI 400-401 Honors Tutorial (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students

Special topics in accounting and finance. Three hourly meetings weekly. *ACFI 400 Fall semester, ACFI 401 Spring semester*

ACFI 402 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

ACFI 406 Business Law II (3 credits†)

Prerequisite: ACFI 305

A study of the basic legal principles encountered in the various forms of business organizations and the study of the Uniform Commercial Code chapters on Sales, Commercial Paper, Bank Deposits and Collections, and Secured Transactions. *Spring semester*

ACFI 430 Cost Accounting I (3 credits†)

Prerequisite: ACFI 241 and COMP 105 or a working knowledge of spreadsheets

Basic cost concepts and cost procedures for manufacturing enterprises are studied. Job order product costing is emphasized. Topics include manufacturing cost-flow concepts, procedure and controls, factory and departmental burden rates, inventory-costing methods. *Spring semester*

ACFI 445 Auditing (3 credits†)

Prerequisite: ACFI 341; or may be taken concurrently with ACFI 341 with consent of the instructor

The qualifications and professional code of conduct of the auditor are discussed. Attention is then focused upon auditing procedures including the preparation of audit working papers and other steps required in the course of an audit. *Spring semester*

ACFI 455 International Finance (3 credits†)

Prerequisite: ACFI 385

This course surveys the financial management of multinational corporations. After reviewing foreign exchange rate determinations, it then covers such timely topics as exchange risks, hedging, interest rate arbitrage, insurance and guarantee programs and international capital markets. Analysis is made of multinational capital budgeting techniques, the cost of capital and working capital management in a multinational corporate setting. *Fall semester*

ACFI 460 Advanced Accounting I (3 credits†)

Prerequisite: ACFI 341

This course covers accounting for investments, business combinations, segmental reporting of business entities, and not for profit and government accounting. *Fall semester*

ACFI 465 Options and Futures Markets (3 credits†)

Prerequisite: ACFI 385 and ACFI 490

This course familiarizes the student with two little known but potentially titanic markets in the securities industry. Both options and futures are the wave of things to come. The course begins with an historical account of the origins of the two markets and then an examination of the mechanisms of both markets. Much time is spent on hedging techniques and on the application of futures contracts to the food industries and to banking and life insurance. *Spring semester*

ACFI 466 Federal Income Taxation I (3 credits†)

Provides background in Federal Income Tax Law and the regulations of the Treasury Department. Deals primarily with the basic philosophy of taxation, taxable income, allowable deductions and gains and losses in sales and exchanges of property for the individual taxpayer. Emphasizes the development of the ability to utilize various references in dealing with tax problems. Discusses tax planning. *Fall semester*

ACFI 467 Advanced Taxation (3 credits)

Prerequisite: ACFI 466

This course examines in greater depth federal income tax law and regulations applicable to partnerships, corporations and fiduciaries. The course also covers federal gift and estate tax principles, reorganizations, personal holding companies and the accumulated earnings tax. The course emphasizes tax planning, including timing of transactions, appropriate forms of transactions, election of methods when alternative methods are made available under the law and other lawful means to minimize the impact of taxation. Procedures in the settlement of tax controversies are included.

ACFI 470 Accounting Information Systems (3 credits†)

Prerequisite: ACFI 241 and COMP 105

This course integrates accounting processes and procedures as they relate to the total information system. Students study the design and implementation of accounting related information systems. Topics include internal control, design of flowcharts, data flow diagrams, computerized financial reporting and the impact of the accounting function on various elements of the organization. It covers the purchase decision for hardware and software and related accounting considerations. Exposure to the latest accounting software packages will be presented.

ACFI 476 Insurance and Risk Management (3 credits†)

Prerequisite: ACFI 385

This course is designed to provide an understanding of the fundamental concepts of risk management in the areas of employee benefit programs, property damage and liability exposures and other business needs for insurance. The course will also provide an overview of the risk bearing industry, its function and importance and its relevance in today's business markets. Emphasis will be on the insurance contracts themselves and the rating plans available. *Fall semester*

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ACFI 485 Capital Budgeting (3 credits)†

Prerequisite: ACFI 385

This course explores the decision processes involved in the securing of long term physical corporate assets, or in committed long term intangible assets, including spreadsheet analysis of cash flows, tax implications, decision making criteria, risk analysis and the computation of cost of capital. *Spring semester*

ACFI 486 Real Estate Investment and Finance (3 credits)†

Prerequisite: ACFI 385

This course is designed to provide a comprehensive overview of the subject of real estate finance, including such topics as valuation and appraisal, market analysis, mortgages, inflation effect on real estate markets, taxes and legal considerations. This course will emphasize the fundamental theories that lead to current practice in today's market conditions and is designed for those finance majors interested in pursuing careers in real estate management, as well as those interested in broadening their understanding of this investment option. *Fall semester*

ACFI 490 Investments (3 credits)†

Prerequisite: ACFI 385

Provides an understanding of the methods and techniques utilized in analyzing various securities for investment purposes. The importance of the business cycle, economy and regulation is also addressed. *Spring semester*

ACFI 491 Mutual Funds Management (3 credits)

Prerequisite: ACFI 385

This course is an in-depth study of the mutual fund industry. A study of mutual funds involves an understanding of the investment process, fund management, promotion and pricing strategies. This course covers the history, the current players, and the future challenges of the mutual fund industry.

ACFI 492 Intermediate Accounting III (3 credits)†

Prerequisite: ACFI 341

This course is a continuation of ACFI 341. Topics covered include revenue recognition, income taxes, pensions, leases and financial reporting. Financial reporting will focus on accounting changes, disclosure requirements and the statement of cash flows. *Fall Semester*

ACFI 498 Internship in Accounting (3-15 credits)

Prerequisite: Consent of the department chairperson; formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

ACFI 499 Directed Study in Accounting (1-3 credits)

Prerequisite: Consent of the department chairperson; formal application required

Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

ACFI 505 Accounting and Finance for Managers (3 credits)

This course presents the fundamentals of accounting and finance for graduate students who have not previously studied these subjects or who need a review of them. Credit cannot be applied toward a graduate degree program.

ACFI 545 Auditing (3 credits)

Prerequisite: ACFI 341

The qualifications and professional code of conduct of the auditor are discussed. Attention is focused upon auditing procedures including the preparation of audit working papers and other steps required in the course of an audit. *Spring semester*

ACFI 560 Advanced Accounting (3 credits)

Prerequisite: ACFI 341

This course covers accounting for investments, business combinations, segmental reporting of business entities, and not for profit and government accounting. *Fall semester*

ACFI 567 Advanced Taxation (3 credits)

Prerequisite: ACFI 466

This course examines in greater depth federal income tax law and regulations, with emphases on topics applicable to partnerships, corporations, "S" corporations, and fiduciaries. Also covered are federal gift and estate tax principles, liquidations, and reorganizations. Tax planning and tax research are emphasized, including timing of transactions, appropriate forms of structuring transactions, election of alternative methods, and other lawful means to minimize the impact of taxation.

ACFI 593 Financial Statement Analysis and Disclosure (3 credits)

Prerequisite: ACFI 385 or ACFI 505

This course covers current techniques and applications of financial statement analysis; exposes students to the contemporary financial reporting environment and current reporting practices of companies; analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports and related disclosure issues.

ACFI 595 Accounting Seminar (Capstone – 3 credits)

Prerequisite: ACFI 341 and completion of 18 credits of graduate course work

This capstone course develops an integrated understanding of generally accepted accounting principles along with the underlying concepts of accounting conventions. Emphasis is placed on current developments, recent FASB pronouncements, and the role of the Securities Exchange Commission. Guest speakers augment student presentations and seminar discussions.

Other Approved Courses:

ACFI 399 Special Topics in Accounting/Finance

ACFI 431 Cost Accounting II

ACFI 510 Accounting for School Business Managers

ACFI 511 Principles of Finance for School Business Administration

ACFI 531 Cost Accounting II

†May be taken for graduate level credit.

ANTHROPOLOGY (ANTH)

ANTH 100 Introduction to Cultural Anthropology (3 credits)

This course introduces basic anthropological concepts and methods of cultural analysis. The problems of ethnocentrism and human cultural variability in human societies of different times and places will be studied. *Either semester* (CSOC; CGCL; CMCL)

ANTH 101 Biological Anthropology (3 credits)

This course covers the following areas: divisions of anthropology, theories and principles of evolution, primate and hominid evolution and behavior, origins of hominid physical and cultural development and concepts of racial variation. *Either semester* (CSOC)

ANTH 103 Introduction to Archaeology (3 credits)

This course examines research methods, systems of data recording, and analysis and reconstruction of cultural lifeways of past cultures. The conceptual bases of the study of the past are explored through material culture. *Either semester* (CSOC)

ANTH 110 Introduction to Folklore (3 credits)

This course explores the meanings and subdivisions of folklore: myth, folktale, proverb, riddles and folklife. It covers the analysis of story elements, major folklore areas and the role of folklore and folklife in society and culture. *Either semester* (CSOC; CGCL; CMCL; CWRT)

ANTH 111 Myth and Culture (3 credits)

This course introduces the cross-cultural approach to world mythology. Myths of our own and other cultures will be analyzed using several theoretical approaches. Myth will be examined as a fundamental human function, necessary for the well-being of cultures. *Fall semester* (CSOC; CGCL; CWRT)

ANTH 115 Anthropology of Race, Class, and Gender (3 credits)

This course will introduce students to how concepts of race, class, and gender have been constructed cross-culturally. Students will use cross-cultural ethnographic examples from egalitarian, ranked, and stratified societies to examine how systems of social inequality based on race, class, and gender are created and maintained; how these social categories are used to promote group loyalties and allegiances; and how global community building can occur across social divides of gender, social class, race, ethnicity and/or nationhood. *Either semester* (CSOC; CMCL)

ANTH 120 First Nations: Global Indigenous People (3 credits)

This course will introduce students to First Nations or indigenous people globally. Students will investigate prehistoric and contemporary native indigenous ways of life, using examples from Native North and South America, Australia, Africa, and the Pacific Islands, among others. Students will investigate issues of indigenous cultural survival, the current political and economic status of indigenous communities, issues of self-determination, global human rights, and pan-tribalism. *Spring semester* (CSOC; CGCL)

ANTH 130 Introduction to Primates (3 credits)

This course will provide an introduction to the variation of modern nonhuman primates—monkeys, apes, and prosimians. We will examine the social behavior of these animals, drawing links to human behavior that will allow us to see where there are similarities and in what ways humans are unique. The origins of cultural behavior, along with diet and morphology, will be explored within an ecological context. The nature of learned behavior, dependence on social relationships for survival, competition for resources, and the importance of cultural understanding to achieve goals will be major themes. Evolutionary theory and conservation will provide much of the framework for our studies. *Spring semester*

ANTH 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ANTH 204 Global Human Issues (3 credits)

This interdisciplinary course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short versus long-term planning and cooperation versus competition. *Either semester* (Formerly ANTH 104) (CSOC; CGCL; CMCL)

ANTH 206 Native Cultures of North America (3 credits)

This cross-cultural course studies the tribal cultures of the United States, Canada and Mexico. Emphasis will be placed on developing an understanding of Native American cultural systems in their traditional settings and on the current status of Native American interaction with government policies and attitudes. *Either semester* (CSOC; CGCL; CMCL)

ANTH 208 Anthropology of Women (3 credits)

This course will investigate the relative status of women cross-culturally in a range of non-western settings, including hunter-gatherer bands, horticultural societies, peasantry, nomadic pastoralists and contemporary industrial societies. Women will be examined as they relate to economic resources, political power and authority, kin and non-kin and in religion, myth and lore. Students will analyze conceptually and through cross-cultural data what is meant by sex roles, how they vary cross-culturally and how they are negotiated and maintained. *Either semester* (CSOC; CGCL; CMCL)

ANTH 209 Peoples and Cultures of Africa (3 credits)

A survey of the multiplicity of ways in which contemporary societies, rural and urban, arrange their ways of life in a rapidly changing Africa. *Once yearly* (CSOC; CGCL; CMCL)

ANTH 213 Latin American Peoples and Cultures (3 credits)

This course will investigate the culture, history and development of selected Latin American regions and their contemporary relations with the United States. Mexico/Guatemala and Central and South America will be studied by means of ethnographic and cross-cultural documents of the past and present which reveal changing conditions of society, land ownership, ethnicity and political allegiance. *Either semester* (CSOC; CGCL; CMCL)

ANTH 215 The Caribbean (3 credits)

This course examines the creation of Caribbean cultures and societies over 500 years of European conquest and colonization, the impact of the slave trade, emancipation, independence movements and postcolonial state formation. The course explores everyday life in contemporary Caribbean societies considering the intersections of nationality, class, ethnicity, race, gender and religion on the formation of diverse and complex cultures. *Fall semester* (CSOC; CGCL; CMCL; CWRT)

ANTH 216 Peoples and Cultures of the Near East (3 credits)

The Near East was the cradle of the world's earliest civilizations, and has made immense contributions to the development of agriculture, pastoralism, urbanization, and organized religion. Today it remains an extraordinarily important and volatile crossroads for world culture. The course will examine both ancient and modern cultures within this diverse region from a cross-cultural perspective. The study will include kinship patterns, social organization, political structures, subsistence strategies, and belief systems. The course will pay particular attention to the role of modern peoples in shaping the world stage, both in reaction to and in harmony with the introduction of Western ideologies and economics. (CSOC; CGCL; CMCL; CSPI)

ANTH 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ANTH 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ANTH 303 Archaeological Field Excavation in Prehistoric Sites in New England (2-6 credits)

This course provides intensive training in the practical skills of field archaeology. Direction in site survey, excavation tactics and strategy, fieldwork supervision, methods of sampling and on-site analysis is given. The course includes an introduction to laboratory work, covering topics such as cataloging, recognizing lithic materials, metric measurement and flotation of organic samples. *Every summer* (Formerly ANTH 403)

ANTH 305 Culture Change (3 credits)

Prerequisite: ANTH 100 or ANTH 101 or ANTH 103 or consent of the instructor

This course focuses on the processes of culture change, intentioned and unintentioned, internal and external. It will explore reaction strategies of cultures toward imminent change. The course concludes with a consideration of how models can be applied to producing non-destructive, non-exploitative culture change. *Offered once every three years* (Formerly ANTH 205)

ANTH 307 Anthropology of Religion (3 credits)

Prerequisite: ANTH 100 or ANTH 111 or consent of instructor

The origins and development of religion in society; myth, ritual magic and religious specialists: Australian, African and American Indian. *Offered alternate years, fall semester*

ANTH 308 Anthropology of Education (3 credits)

Prerequisite: ANTH 100 or consent of the instructor

This course introduces students to anthropological approaches to analyzing and understanding learning, schools, and education systems cross-culturally. Students investigate schools as agents of child socialization and enculturation; compare U.S. schools, education systems, and school cultures to learning, schools, and education in other societies; and examine how educational institutions relate to other aspects of culture. Cross-cultural data include indigenous and contemporary Native North America, Africa, Japan, Germany, and other settings globally. *Offered alternate years* (Formerly ANTH 415)

ANTH 309 Anthropology of Art (3 credits)

Prerequisite: ANTH 100 or ANTH 110 or consent of instructor

This course investigates the forms, functions, meanings, and aesthetics of art cross-culturally. It will be critical of the modern western concept of "art for arts sake" and discuss ways that socio-cultural, political, and economic factors frame the contexts and dynamics of art production across the world. The role of artists in society and aesthetic creativity will also be examined from a cross-cultural perspective. Discussion begins with the arts of "traditional" societies drawing from examples from Africa, Oceania, Asia, and the Americas. The course will then examine how these arts have been impacted by colonialism, capitalism, and the emergence of new nation-states. Topics include: ethnic, tourist, and national arts, culture revitalization, issues of authenticity, and the emergence of a global art world with its power relations. *Offered every three years*

ANTH 314 Women in Myth and Lore (3 credits)

Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or INTD 230 or consent of the instructor

This course will investigate females and the feminine in mythologies and folklore traditions cross-culturally. Native indigenous (African, Australian, South Pacific, Native American); classical (Greek, Egyptian, Roman); and Judeo-Christian mythologies will be analyzed, compared and contrasted. Students will explore mythology and story-telling traditions as they pertain to women and gender cross-culturally. *Offered every other semester*

ANTH 315 Ethnic Experience in America (3 credits)

Prerequisite: ANTH 100 or SOCI 102 or consent of instructor

This course considers the role of ethnic background in personal and social relationships. The varying interpretations of ethnic culture—its formation and growth in America—are examined while each student looks into his or her personal heritage and the role of tradition in contemporary life. *Either semester*

ANTH 319 Contemporary Native Americans (3 credits)

Prerequisite: ANTH 100 or ANTH 206 or consent of instructor

This course will explore the problems faced by native or indigenous peoples in the United States today. It will focus on issues of land, tribal recognition, poverty, treatment by government agencies and multi-national corporations and ethnic discrimination. It will also address the ongoing changes in native responses including the American Indian Movement, the revival of native spiritual life, and the problem/opportunity of casino gambling. *Offered alternate years*

ANTH 322 War, Peace and Culture (3 credits)

Prerequisite: Any 100 or 200 level anthropology course or consent of instructor

This course proceeds from the premise that while conflict of some sort is inevitable within and among human cultures, war is not. By investigating sources of conflict violence, and conflict resolution strategies in a variety of cultures, the course creates an opportunity to study war, violence, and conflict cross-culturally – and the possibilities of peace. *Offered alternate years, spring semester*

ANTH 328 Archaeology of North America (3 credits)

Prerequisite: ANTH 103 or consent of the instructor

The development of prehistoric and proto-historic Native American cultures. Cultural dynamics of hunting-gathering and maize agriculture. Theories of the peopling of the continent will be evaluated. *Offered alternate years, fall semester*

ANTH 330 Medical Anthropology (3 credits)

Prerequisite: Any 100 or 200 level anthropology course or consent of instructor

The course concentrates on health, illness and healing in cross-cultural perspective. It will examine ways in which culture mediates ideas of physical well-being, and will be aimed at dispelling belief in the absolute truth of medical dogma, teaching students to think outside their own cultural biases. It begins with a consideration of body image in a range of different cultures and then proceeds to the varying rationales for normal function and for dysfunction. The healing process as ritual and as scientific procedure, including the theory and practice of healing in different cultures, figures into the course as does the training and outlook of healers—doctors, priests, shamans, nurses, midwives, and others. Finally, the medical systems of several cultures, ancient and modern, industrialized and preindustrial are compared. *Offered alternate years*

ANTH 331 Political Anthropology (3 credits)

Prerequisite: ANTH 100 or consent of the instructor

This course examines political processes in state and "stateless" societies, focusing on the development of political forms in foraging, pastoral, agricultural and industrial societies, mainly in the developing world. The idea that "politics" exist as a set of practices tied to power that can be observed through anthropological methods will be addressed, along with the development of the subfield of political anthropology itself. *Offered alternate years, fall semester*

ANTH 340 Myths and Peoples of the Ancient Near East (3 credits)

Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or ANTH 307 or consent of instructor

This course will explore the dimensions of myth as they relate to the cultural life of the peoples of the Ancient Near East: the Egyptians, the Sumerians, the Babylonians and Assyrians, the Hittites, the Phoenicians and the Hebrews. Emphasis will be placed on understanding the context out of which the myths arose, and the ways in which they both described and conditioned the cultural realities to which they related. *Offered every other year*

ANTH 355 Anthropology Study Tour (3 credits) (Country to be determined)

Prerequisite: Consent of the instructor

This course will offer students a first-hand, supervised cross cultural travel and study experience from an anthropological perspective. Students will participate in lectures, site visits, research, and other academic experiences, including pre- and post-travel activities, as appropriate. Students will earn aspects of local society and culture, such as visual and performing arts, religious traditions, political organization, economy, subsistence activities, folklore, and family life. This course may be taken twice for anthropology credit, for travel to different study tour sites. *Offered annually*

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ANTH 399 Special Topics in Anthropology (3 credits)

Prerequisite: Dependent on topic

Various special topics of current interest in anthropology will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once for different topics, but only six credits will be counted toward the first 30 hours of the anthropology major.

ANTH 400 Seminar: Anthropological Theory

(3 credits†)

Prerequisite: ANTH 100; and ANTH 101 or ANTH 103

This course is a survey of the foundations of cultural and archaeological theory, including cultural evolutionism, structuralism, American historical-particularism, British functionalism and structural-functionalism, French structuralism and current directions in American, European and Third World anthropological thought. Theories of archaeology will also be examined, including traditional evolutionary perspectives; the New Archaeology, and contemporary critiques, drawing upon social systems analysis. *Every third semester*

ANTH 404 Seminar: Culture and Consciousness

(3 credits)

Prerequisite: ANTH 100 or ANTH 110 or ANTH 111 or consent of instructor

This course is an experiment in the study of how consciousness, and particularly the idea of the unconscious, is construed and constructed in various cultural contexts. We will work towards an understanding of consciousness in cultural context as a means of understanding cultures at their deepest levels, including our own. An important component of the course will be class dreamwork sharing sessions. *Offered alternate spring semesters*

ANTH 405 Forensic Anthropology (3 credits†)

Prerequisite: ANTH 101 or ANTH 103 or BIOL 100 or BIOL 121 or consent of instructor

This course will introduce students to the methods and approaches of the forensic anthropologist. Extensive time will be spent on becoming familiar with the human skeleton—the most important tool in forensic anthropology. In addition, the many legal and ethical issues that arise when working with human remains will be examined. This class will include lectures and discussion. *Offered annually (CSOC)*

ANTH/HIST 409 Mesoamerican Societies and Cultures (3 credits†)

Prerequisite: ANTH 100 or ANTH 213

This course examines some of the major societies and culture areas in Mesoamerica (Mexico and Central America) from ten thousand years before present up to and through the early conquest period (the 16th century). Cultures to be examined include the Olmec, Teotihuacan, Toltecs, Aztecs and Maya. Issues of daily life, family, gender roles, religion, trade, warfare, politics, culture and reactions to conquest will be considered.

ANTH 410 Public Archaeology (3 credits†)

Prerequisite: ANTH 103 and at least 2 credits in ANTH 332 or ANTH 303 or consent of the instructor

An introduction to public archaeology, its history of development. Emphasis will be placed on the basic knowledge and training necessary for careers in contract archaeology and cul-

tural resource management: 1) to introduce students to the history of the development of public archaeology; 2) to study the federal, state, and local legislation protecting archaeological resources; 3) to provide administrative training for doing contract archaeology — contract and research proposal development, report writing, Environmental Impact Statement interpretation and to provide a basic background for cultural resource management careers. *Offered alternate years, spring semester*

ANTH 417 Seminar: She/He “Two Spirits” Gender Cross-Culturally (3 credits†)

Prerequisite: ANTH 100 or INTD 230 or consent of instructor

This course introduces students to cross-cultural constructions of gender. Gender and sexuality are differentiated and students explore how gender is a cultural construct which varies cross-culturally. Students will explore a range of gender expressions, including homosexual males, lesbians, transgendered, bisexuals, and Native American Two Spirits. Issues of masculinity, femininity and alternate genders will be examined in Euro-American, Latin American, Asian, Native American and other cross-cultural settings. *Offered alternate years*

ANTH 420 Visual Anthropology (3 credits†)

Prerequisite: ANTH 100 or consent of instructor

This course is grounded in interpretive and semiotic theories and examines the uses of images for cultural documentation, interpretation, and analysis. Students will examine the roles of objectivity, ideology, and perspective in the production and interpretation of visual images in motion and still photography. Emphasis will be on how visual images represent the cultural, vis-a-vis gender, social class, ethnicity and socio-cultural context. *Offered alternate years*

ANTH 425 Seminar: Problems of New England Archaeology (3 credits†)

Prerequisite: ANTH 103 and ANTH 206 and ANTH 328

This is an intensive seminar course in local pre-Contact and post-Contact archaeology. It will explore the cultural and environmental evidence for settlement patterns in the northeastern United States and adjacent provinces of Canada. Important considerations will include how we know what we think we know, and why we do not currently know more about the lifeways of the past inhabitants of this area. Individual research papers will be assigned. This course may be used in place of any of the cognate courses required for the public archaeology concentration except for EASC 100, SOCI 391, GEOG 315 and MATH 110.

ANTH 426 Seminar: New England Ethnic and Regional Communities (3 credits†)

Prerequisite: ANTH 100 or SOCI 102; and ANTH 315 or SOCI 315; or consent of instructor

This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities, such as Cape Verdeans, Asians, African Americans, Italians, Jews and Homosexuals. Cultural traditions, social institutions, and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media. *Offered every third year*

†May be taken for graduate level credit.

ANTH 435 Seminar: Global Feminism (3 credits)†

Prerequisite: One of the following: ANTH 100 or ANTH 204 or ANTH 208 or SOCI 102 or WMST 240; or consent of instructor

This course will explore the range and content of women's activism, agency and feminist consciousness-raising globally around a range of issues, including education, health care, sexual politics, political participation, the division of labor and labor force participation, self-determination and participation in local feminist movements. Students will explore women's feminism and activism globally, the relationship of local cultural practices to women's and feminist movements, and what women are doing to work as agents of self-empowerment and self-determination globally. Offered every third year

ANTH 485 Honors Thesis (3 credits)

Prerequisite: Admission to the Commonwealth and Departmental Honors and senior status

With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

ANTH 498 Field Experience in Anthropology (3-15 credits)

Prerequisite: Consent of the department; minimum 2.5 GPA; formal application required

The field experience provides an opportunity for students to apply methods of fieldwork in ongoing societies, to design field studies, to learn methods for collection and analysis of empirical data, and to participate in experimental field projects.

ANTH 499 Directed Study in Anthropology (1-3 credits)

Prerequisite: Consent of the department; formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

ANTH 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ANTH 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ANTH 504 Archaeological Field Excavation (2-6 credits)

Prerequisite: Consent of instructor

This course provides intensive training in the practical skills of field archaeology. Direction in site survey, excavation tactics

and strategy, fieldwork supervision, methods of sampling and on-site analysis is given. The course includes an introduction to laboratory work. Topics such as cataloging, recognizing lithic materials, metric measurement and flotation of organic samples will be covered. This course is repeatable up to 9 credits. Yearly during summer

ANTH 515 CD-ROM: Teaching in Diverse Classrooms (4 credits)

This course will introduce classroom teachers to theories, ideas, and content that will enable them to be responsive to a multicultural classroom. The aim of this course is to impart knowledge and facilitate pedagogy that is multicultural, critical, and responsive to multicultural students and their communities. Students will learn about issues of power and difference both within school settings and the larger society. Students will become sensitive to issues of power, inequality, and cultural difference within the classroom and learn how to implement pedagogies that are culturally responsive.

ANTH 526 Cultural Resource Management (3 credits)

Prerequisite: ANTH 103 and ANTH 303 and ANTH 410 or equivalents

For graduate students seeking employment in the field of conservation archaeology. A detailed survey of the techniques and importance of cultural resource management, including archival research, field strategies, conservation of finds, report writing and archaeological legislation. Individual research papers will be assigned.

ANTH 555 Anthropology Study Tour (Country to be determined) (3 credits)

Prerequisite: Consent of the instructor

This course will offer students a first-hand, supervised cross-cultural travel and study experience from an anthropological perspective. Students will participate in lectures, site visits, research, and other academic experiences, including pre- and post-travel activities, as appropriate. Students will learn aspects of local society and culture, such as visual and performing arts, religious traditions, political organization, economy, subsistence activities, folklore, and family life. This course may be taken twice for credit for travel to different study tour sites.

ANTH 560 Special Topics in Anthropology (variable credit)

Prerequisite: Prerequisite will depend on the topic

Special topics of current relevance to anthropology will be offered from time to time. The topic to be offered will be announced in pre-registration publications. This course may be taken more than once, with the permission of the department.

Other Approved Courses:

ANTH 304 Personality and Culture
ANTH 306 Urban Anthropology
ANTH 311 The Emergence of Cities
ANTH 332 Practicum in Field Archaeology
ANTH 510 Symbolic Anthropology
ANTH 520 Ethnographic Film
ANTH 525 Problems of New England Archaeology
ANTH 590 Seminar: Community Cultures in Southeastern Massachusetts

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ART (ARTH, ARTS)

ARTH 101 Introduction to Art (3 credits)

Emphasis on painting, sculpture, and architecture. Topics include aesthetic principles, artistic styles and their historical contexts, analysis of media and technical processes. A museum visit is assigned. Does not satisfy Art major elective. *Either semester* (CFPA; CGCL)

ARTH 102 Introduction to Architecture (3 credits)

Domestic, religious, commercial and governmental buildings throughout history are studied in terms of elements of style, systems and materials of architectural construction, and the symbolic and expressive qualities of buildings. Does not satisfy Art major elective. *Either semester* (CFPA; CGCL)

ARTH 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *ARTH 135 Fall semester, ARTH 136 Spring semester*

ARTH 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ARTH 201 Ancient and Medieval Art and Architecture (3 credits)

Major developments in painting, sculpture and architecture are examined from the prehistoric through the late Gothic periods in the Mediterranean area and northern Europe. Emphasis is placed on the evolution of styles and their basis in the needs and values of each culture. A museum visit is assigned. *Either semester* (CFPA; CGCL)

ARTH 202 Renaissance and Baroque Art and Architecture (3 credits)

Major developments in painting, sculpture and architecture are examined from the Renaissance into the modern era in Europe and the United States. Stylistic analysis is integrated with an historical approach. A museum visit is assigned. *Either semester* (CFPA; CGCL)

ARTH 203 American Art and Architecture (3 credits)

Trends in architecture, painting, sculpture and crafts are surveyed prior to the first colonial settlements in America to the achievements of the present day. Included are vernacular, folk, and regional styles. A museum visit is assigned. *Either semester*

ARTH 205 Asian Art Survey: India, China and Japan (3 credits)

Major achievements in architecture, sculpture, pictorial arts and crafts of these three important cultures will be studied in their religious, historical and social contexts. Relationships will be made to other Asian and Euro-American art forms. A museum visit and project are assigned. (CFPA; CGCL; CMCL)

ARTH 207 Introduction to African Art (3 credits)

Traditional arts of sub-Saharan Africa will be examined in cultural context, including sculpture, masks, painting, pottery, textiles, architecture, and human adornment. Topics will cover how art is used to convey the cycle of life, to solve problems and to overcome adversity, with frequent comparisons to other cultures. The focus will be on the objects, with ethnographic material supplied to place the objects in the proper context. A museum or gallery visit is assigned.

ARTH 208 Survey of Islamic Art and Architecture (3 credits)

This course examines Islamic art, architecture and urbanism from its formation in the seventh century to the present in the Mediterranean region, the Near East and India. The first part of the course focuses on the creation and development of Islamic imperial artistic tradition in the seventh century and its regionalization through the 14th century. The second half of the course emphasizes the grand imperial traditions of the Ottomans, the Safavids and the Mughals and the subsequent effects of colonialization and Westernization. A museum visit is assigned. *Fall semester*

ARTH 211 Monuments as Cultural Symbols and Emblems of Power (3 credits)

This course examines monuments that were or are currently politically significant and stand as national cultural symbols. We will study modification of the contextual meaning of specific monuments through their history as they are adapted to new governmental and national dictates. Monuments such as the World Trade Center, the Bamiyan Buddhas in Afghanistan, the Dome of the Rock in Jerusalem and war memorials such as the Shaw Memorial on Boston Common, Memorial Hall at Harvard University, the Iwo Jima Memorial, the Vietnam War Monument and Saddam Hussein's Monument in Baghdad will be covered. *Offered every other year*

ARTH 214 Art History Study Tour (3 or 6 credits)

A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics for a maximum of 12 credits. *Offered January intersession, spring break and summer*

ARTH 215 Themes in the Visual Arts (3 credits)

Works of art and/or architecture are examined from the perspective of a common theme, bringing together works by

various artists from diverse backgrounds, cultures and historical periods. At the same time, students are introduced to the viewing and analysis of art, the development of personal style and message, and the technical means used to achieve an artist's aim. This course may be repeated for different topics. *Offered once every two years*

ARTH 217 African American Art (3 credits)

This course will focus on African American art and architecture from 1619 to the present. Various modes of artistic expression will be covered, including painting, photography, sculpture, ceramics, and textiles. In addition, the aesthetic culture as well as the historical, social, and political contexts in which these arts were produced will be examined. *Every two years*

ARTH 218 History of Photography (3 credits)

A historical survey of photography from its beginnings to the present. Formal aspects of photography as art will be examined as well as the theoretical and societal context. *Offered once every two years*

ARTH 219 MesoAmerican Art and Architecture (3 credits)

This course will focus on MesoAmerican art and architecture from the Olmec to the Aztec. Various modes of artistic expression will be covered, including frescoes, metals, ceramics, sculpture and architecture. In addition, the cultural aesthetics as well as the historical, social and political contexts in which these arts were produced will be examined. *Every two years*

ARTH 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *ARTH 286 Fall semester, ARTH 287 Spring semester*

ARTH 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ARTH 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ARTH 308 Women in the Visual Arts (3 credits)

This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art has not been fully recognized nor supported by various cultures and prevailing attitudes. *Offered once every two years*

ARTH 309 Early Modern Art and Architecture (3 credits)

Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention is given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions. *Offered each year*

ARTH 310 Art and Architecture since 1940 (3 credits)

Prerequisite: ARTH 309

Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies, and approaches to visual communication. *Offered each year*

ARTH 311 Orientalism (3 credits)

This course critically examines Orientalism as both a way the West views the East and as the East sometimes views itself. The focus will be on the visual arts – painting, photography, architecture and film – literature and music and how they depict the “Orient” from the eighteenth century through the present. Emphasis will also be placed on how the East adopted the same mode of expression as a lens to view the Islamic world. The course emphasizes the Middle East but the Far East and India are also included in lecture, readings and assignments. *Offered every other year*

ARTH 338/339 Honors Tutorial in Art (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required

Special topics in art. Three hourly meetings weekly.

**ARTH 414 Art History Study Tour (Advanced)
(3 or 6 credits†)**

A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics. *Offered January intersession, spring break and summer*

ARTH 485 Honors Thesis in Art (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students; ARTH 338, and consent of the Departmental Honors Committee

One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student.

ARTH 490 Art History Studies in Oxford (3 credits†)*

Prerequisite: Students will normally be expected to be in their junior or senior year

Select topics in art and architecture will range from studies of art movements and styles with a unique British character to luminaries in British art. Connections will be explored with art and architectural traditions in Europe and beyond. Primary sources such as the Ashmolean Museum in Oxford and the National Portrait Gallery in London will be visited. (This is a special summer program in England at Oxford University.)

ARTH 492 Topics in Art History (3 credits†)

Prerequisite: Consent of instructor

This course addresses specific topics of limited or special interest in art history. Specific topics will be announced prior to registration. This course may be repeated for different topics.

**ARTH 499 Directed Study in Art History
(1-3 credits)**

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

ARTH 508 Women in the Visual Arts (3 credits)

This course will address the historical and contemporary perspectives of women artists, their contributions through traditional and nontraditional art forms, and will examine critically the extent to which this talent and art had not been fully recognized nor supported by various cultures and prevailing attitudes.

**ARTH 509 Early Modern Art and Architecture
(3 credits)**

Major developments in painting, sculpture, and architecture are examined from 1850 to 1940. Attention given to the theoretical foundations for these modern artistic movements as well as their stylistic distinctions.

†May be taken for graduate level credit.

* Additional fee required

ARTH 510 Art and Architecture since 1940 (3 credits)

Major developments in painting, sculpture, architecture and other arts after 1940 are examined, with attention given to how they have reflected the cultural and social ideas and issues of our time. Consideration will be given as well to how the traditional forms and boundaries of the visual arts have been challenged and expanded through new mediums, technologies, and approaches to visual communication.

Other Approved Courses:

- ARTH 216 History of Graphic Design
- ARTH 302 Greek and Roman Art and Architecture
- ARTH 303 Medieval Art and Architecture
- ARTH 304 Renaissance Art and Architecture
- ARTH 305 Seventeenth and Eighteenth Century Art and Architecture
- ARTH 306 Nineteenth Century Art and Architecture
- ARTH 307 Twentieth Century Art and Architecture
- ARTH 502 Greek and Roman Art and Architecture
- ARTH 503 Medieval Painting Art and Architecture
- ARTH 504 Renaissance Art and Architecture
- ARTH 505 Seventeenth and Eighteenth Century Art and Architecture
- ARTH 506 Nineteenth Century Art and Architecture
- ARTH 507 Twentieth Century Art and Architecture

ART (ARTS, ARTH)

ARTS 104 Introduction to Digital Imaging and 4-D Design (3 credits)

Students develop technical, conceptual and aesthetic experience pertaining to the creation of two-dimensional digital artworks as well as artworks that engage with the fourth dimension of art: space and time. Students gain an introductory knowledge of several art and design software programs. Included topics in the course are scanning, vector drawing, raster painting and time-based digital and analog media.

ARTS 125 Drawing I (3 credits)

Basic concepts of perspective, modeling in light and dark and contour drawing are explored through various media and techniques including pencil, pen and ink, ink wash and charcoal. Subjects may include the nude figure. Six hours per week.* *Either semester* (CFPA)

ARTS 130 Two-Dimensional Design (3 credits)

Fundamental elements and principles of two-dimensional design, including color, shape, line, texture, balance, space and the organization of these elements in a work of art are studied through studio exercises. Six hours per week.* *Either semester* (CFPA)

**ARTS 135-136 Freshman Honors Colloquium
(1 credit each semester)**

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquium in Art allows exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. *ARTS 135 Fall semester, ARTS 136 Spring semester*

ARTS 140 Three-Dimensional Design (3 credits)

Studio projects are concerned with the elements and composition of form and mass in three-dimensional space, including aspects of media, surfaces and dynamics of interacting forms and space. Six hours per week. * *Either semester* (CFPA)

ARTS 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ARTS 204 Time-Based Art (3 credits)

This course is a project-based course that concentrates on the use of the fourth dimension, time. Time would be approached as an artistic element that can be molded and controlled expressively through the use of video and sound media. Conceptually, the course will revolve around contemporary critical issues, technology, cross-over web, video, sound and graphic software. * *Offered every other semester*

ARTS 205 Three Dimensional Modeling and Animation (3 credits)

Prerequisite: ARTS 130 or consent of instructor

The aesthetics, theory, context and methods of three-dimensional imaging will be expressed in creative digital environments. Technique and software will be covered as appropriate to assigned and student initiated work. This course will consist of studio, lecture and readings. Six hours per week. * *Offered every third semester*

ARTS 216 Photography I (3 credits)

This course examines the historical foundations of photography and the fundamentals of photographic techniques such as lenses, lighting, filters and exposure. Through regular shooting assignments in black and white, students develop an ability to appreciate photographic technology and visual aesthetics by making and appraising their own photographs. Students must have access to an adjustable 35mm SLR camera. A gallery/museum visit is assigned. * *Either semester*

ARTS 217 Digital Photography I (3 credits)

Prerequisite: ARTS 216 or consent of instructor

Students will learn the basics of taking still pictures with a professional digital single reflex camera while learning about the technologies that make digital photography possible. Creative shooting, editing and image manipulation techniques will be used in projects that express a unique vision with the goal of developing a deeper conceptual complexity in the artworks. Students will use image-processing software. Cameras will

be provided for the duration of the course. * *Offered every other semester*

ARTS 219 Topics in Photography (3 credits)

Prerequisite: Consent of instructor

Topics of current or special interest in photography will be addressed in this course at the beginner or intermediate level. Prior to registration, the special topic will be announced. This course may be repeated for different topics. Six hours per week.

ARTS 225 Drawing II (3 credits)

Prerequisite: ARTS 125 or consent of the instructor

Advanced study of drawing style and technique with emphasis on the human figure including the nude model. Six hours per week. * *Either semester*

ARTS 230 Painting I (3 credits)

Prerequisite: ARTS 125 and ARTS 130 or consent of the instructor

Basic skills, picture organization, and painting techniques applied to assigned problems. Field trips to museums and galleries. Six hours per week. * *Either semester*

ARTS 235 Watercolor Painting I (3 credits)

Prerequisite: ARTS 125 or ARTS 130

Development of transparent watercolor techniques and pictorial composition. Six hours per week. * *Either semester, offered once each year*

ARTS 240 Sculpture I (3 credits)

Prerequisite: ARTS 140 or consent of the instructor

Design experimentation with traditional and new problems in a wide range of media. Six hours per week. * *Either semester*

ARTS 255 Printmaking I (3 credits)

Prerequisite: ARTS 125 and ARTS 130 or consent of the instructor

A basic introduction to the fundamentals of the various printmaking processes, intaglio, lithography, silkscreen and relief. Six hours per week. * *Either semester*

ARTS 260 Graphic Design I (3 credits)

Prerequisite: ARTS 104 and ARTS 130; or consent of instructor

This course introduces the concepts and design principles of typography, page layout, and the relationship between type and image. Students will develop graphic design skills through a series of course projects. Both traditional and digital media will be used. *Either semester*

ARTS 270 Ceramics I (3 credits)

Introduction to materials and techniques including hand-building, decorating and firing. Six hours per week. * *Either semester*

ARTS 273 Glass I (3 credits)

Prerequisite: ARTS 130 or consent of the instructor

An exploration of the technical, traditional and contemporary, and aesthetic possibilities of glass: copper foil, lead came work, fusing, slumping and enamels. Six hours per week. * *Either semester*

ARTS 280 Metals I (3 credits)

Prerequisite: ARTS 140 or consent of the instructor

Basic design, construction, and forming techniques. Jewelry, constructed forms, sculpture. Six hours per week. * *Either semester*

* *Additional fee required*

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ARTS 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquium in Art allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or artistic project, which provides the major part of the grade. Topics vary from semester to semester. * ARTS 286 Fall semester; ARTS 287 Spring semester

ARTS 290 Weaving I (3 credits)

Introduction to traditional and contemporary weaving and related techniques. Assigned projects stress the aesthetic combined with the technical considerations of fiberwork. Six hours per week. * Either semester

ARTS 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ARTS 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ARTS 316 Photography II (3 credits)

Prerequisite: ARTS 104 and ARTS 130 and ARTS 216 or consent of instructor

This course further develops knowledge and skills in photography at an intermediate level. The emphasis is placed on aes-

* Additional fee required

thetic and conceptual development as well as precise technical control over film-based photography. Students work to develop a portfolio of thematic and expressive works in reaction to concepts and themes covered in the course. Studio lighting, flash photography, zone system, fine printing and archival fiber paper and print matting is covered. Students will need an adjustable manual film camera and a gray card. A tripod and cable release are suggested. * Either semester

ARTS 317 Digital Photography II (3 credits)

Prerequisite: ARTS 217 or consent of instructor

Students will develop a conceptual complexity in their artworks through a combination of projects that simulate various genres of commercial photography and assignments focused on art making through personal expression. Students enrolled in this course will further their knowledge of shooting still pictures with a professional digital single lens reflex camera and learn to use studio lighting techniques for digital photography in commercial and artistic applications. Digital image manipulation will also be covered. The college provides the cameras for the duration of the course on a lending basis. * Offered every other semester

ARTS 318 Photography Techniques (3 credits)

Prerequisite: ARTS 216 and consent of the instructor

The student will acquire and practice advanced photography skills. Techniques such as proper print finishing, print toning, preparation of black and white and color slides, use of the copy stand and the fundamentals of color printing are included. This course is recommended for those students who have taken a basic photography course or its equivalent. Six hours per week. * Either semester

ARTS 319 Field Experience in Photography (3 credits)

Prerequisite: ARTS 216 and consent of the instructor

This course focuses on location shooting. Through regular shooting assignments that emphasize concepts, visual aesthetics and visual communication, students will be introduced to various location-specific genres of fine art and commercial photography. Students will study the works and careers of fine art and commercial photographers who make their art and/or their living by shooting on location. Topics covered include camera filters, precise light measurement and exposure on and off-camera flash photography, commercial photography practices and use of supplemental lighting and accessories to get the best images on location. Frequent field trips and regular critiques are part of the course. The class does not focus on darkroom instruction although students may use the college darkroom. Students must have access to an adjustable manual camera, a tripod, a cable release and a gray card. A hand held light meter is recommended. Six hours per week. * Either semester

ARTS 325 Advanced Drawing (3 credits)

Prerequisite: ARTS 125, ARTS 225, and consent of the instructor

Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * Either semester

ARTS 330 Painting II (3 credits)

Prerequisite: ARTS 230 or consent of the instructor

Advanced projects will be planned according to the individual's stylistic development. Six hours per week. * Either semester

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

ARTS 335 Watercolor Painting II (3 credits)

Prerequisite: ARTS 235 or consent of the instructor

Advanced work in transparent watercolor planned according to the individual's stylistic development. Six hours per week. *
Offered once each year

ARTS 338-339 Honors Tutorial in Art (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students; consent of the Departmental Honors Committee is required
Special topics in art. Three hourly meetings weekly.*

ARTS 340 Sculpture II (3 credits)

Prerequisite: ARTS 240 or consent of the instructor

Advanced projects in design and media. Six hours per week. *
Either semester

ARTS 355 Printmaking II (3 credits)

Prerequisite: ARTS 255

A further development of skills and aesthetic approaches in printmaking beyond introductory level will be covered, using a range of media and techniques.

ARTS 360 Business Issues for Visual Artists (3 credits)

The business and professional side of art and the pursuit and management of a career in art. A study of galleries, museums and commercial art fields dealing with aspects of exhibiting and selling work and the development of relevant business skills. Includes field trips and guest speakers. Six hours per week.
Spring semester

ARTS 361 Graphic Design II (3 credits)

Prerequisite: ARTS 260

A more advanced study of graphics, typography, and layout design. Emphasizing the integration of typography and visual imagery to specific assignments. Six hours per week. * *Offered once each year*

ARTS 362 Graphic Design III (3 credits)

Prerequisite: ARTS 361

Advanced study in design. Dealing with the integration of illustration, design and typography to specific projects the designer could be expected to work in a studio, agency or in-house design situation. Two- and three-dimensional areas are explored. Six hours per week. * *Offered once each year*

ARTS 365 Computer Generated Illustration (3 credits)

Prerequisite: ARTS 260 or consent of the instructor

Working with the computer, students will use both digitized images and paint programs to express their ideas. Emphasis will be on understanding program capabilities, technical aspects of computer use as well as personal expression. Six hours per week. *

ARTS 366 Publication Design (3 credits)

Prerequisite: ARTS 130 or consent of the instructor

The course will offer the student the opportunity to learn the capabilities of the computer for desktop publishing as well as training in the creation of new bit mapped and postscript fonts using Fontographer and Fontastic. The student will also learn to

use such programs as Typestyler and Letra Studio for the layout and manipulation of type. No prior computer knowledge is required. *

ARTS 367 Web Site Design (3 credits)

Prerequisite: ARTS 260

This course focuses on the screen-based presentation of visual information. Students will design and produce a web site. Emphasis is upon the design and implementation of nonlinear visual presentations. The use of text, animation, sound and graphic imagery will be addressed. Contrasts and comparisons between screen-based and print-based presentation of visual information will be discussed, as will contrasts and comparisons between web site and CD Rom design and production.* *Offered once yearly*

ARTS 370 Ceramics II (3 credits)

Prerequisite: ARTS 270

This course is an introduction to ceramic materials and techniques using the potter's wheel, as well as decorating and firing. Six hours per week. * *Either semester*

ARTS 371 Ceramics III (3 credits)

Prerequisite: ARTS 370 or consent of the instructor

Advanced projects will be undertaken in either hand building or wheel work under the direct supervision of a faculty member. Six hours per week. * *Either semester*

ARTS 373 Glass II (3 credits)

Prerequisite: ARTS 273

Projects will be undertaken under direct supervision of a faculty member to develop techniques included in Glass I, with the addition of slumping, casting and sand blasting. Six hours per week. * *Offered once each year*

ARTS 380 Metal Design II (3 credits)

Prerequisite: ARTS 280 or consent of the instructor

Advanced problems and techniques. Six hours per week.* *Either semester*

ARTS 381 Metals III (3 credits)

Prerequisite: ARTS 380 or consent of the instructor

Specialized techniques for the design and creation of jewelry in precious metals, and experimental construction techniques with these metals. Six hours per week. * *Either semester*

ARTS 390 Weaving II (3 credits)

Prerequisite: ARTS 290 or consent of the instructor

Advanced problems and techniques. Six hours per week. * *Either semester*

ARTS 403 Advanced Web Art (3 credits)

Prerequisite: ARTS 367

This is a project based web art course that focuses on web innovation and net vision. Students will work in an innovative/critical manner, generating projects based on conceptual and political implications of information control systems. Projects may address but are not limited to issues of identity, privacy, autonomy, and dehumanization. Technically the approach can range from XHTML to action scripting techniques. This course may be taken multiple times for credit.* *Alternate semesters*

* Additional fee required

ARTS 416 Advanced Photography (3 credits†)

Prerequisite: ARTS 316 or consent of instructor; ARTS 217 is strongly recommended

This course continues the study of photography at the advanced level. The emphasis is placed on aesthetic and conceptual development for the creation of a significant portfolio of photo-based artworks. Students further develop skills in fine darkroom printing, studio and location lighting and professional presentation of their artworks. Students make works in reaction to concepts and themes studied in the course and develop a thematic body of work on a self-directed theme. Additional advanced topics may be covered and vary by semester according to the choice of the professor and the interests of the students in the course. The student will need an adjustable film camera and gray card. A tripod and handheld light meter is recommended. This course may be repeated three times for credit. Six hours per week. * *Either semester*

ARTS 418 Topics in Photography (3 credits†)

Topics of current or special interest in photography will be offered. Special topics will be announced prior to registration. This course may be repeated for different topics. Six hours per week. * *Either semester*

ARTS 430 Advanced Painting (3 credits†)

Prerequisite: ARTS 230, ARTS 330, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * *Either semester*

ARTS 435 Advanced Watercolor Painting (3 credits†)

Prerequisite: ARTS 235, ARTS 335, and consent of the instructor
Advanced projects will be undertaken under the direct supervision of a faculty member. This course may be taken three times. Six hours per week. * *Either semester*

ARTS 440 Advanced Sculpture (3 credits†)

Prerequisite: ARTS 240, ARTS 340, and consent of the instructor
Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * *Either semester*

ARTS 450 Advanced Printmaking (3 credits†)

Prerequisite: ARTS 355 or consent of the instructor
Advanced projects will be undertaken in chosen media and content. This course may be taken three times. Six hours per week. * *Either semester*

ARTS 460 Advanced Graphics (3 credits†)

Prerequisite: ARTS 362

This course examines the application of graphic design and its visual communication to the current problems and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. Six hours per week. This course may be taken three times for credit. * *Offered when needed by a number of students in upper levels*

ARTS 463 Projects in Graphic Design (3 credits†)

Prerequisite: ARTS 361

This course examines the application of graphic design and its visual communication to current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as visible means. Six hours per week. This course may be taken three times for different topics. *

ARTS 470 Advanced Ceramics (3 credits†)

Prerequisite: ARTS 371 or consent of the instructor

Advanced projects will be undertaken in either hand building or wheel work under direct supervision of a faculty member. This course may be taken three times for credit. Six hours per week. * *Either semester*

ARTS 473 Advanced Glass (3 credits†)

Prerequisite: ARTS 373

Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * *Offered once each year*

ARTS 480 Advanced Metals (3 credits†)

Prerequisite: ARTS 381 or consent of the instructor

Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * *Either semester*

ARTS 485 Honors Thesis in Art (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students; ARTS 338 and consent of the Departmental Honors Committee
One-hour weekly meetings with the thesis director will culminate in a thesis comprising both art works and a written corollary. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee, who will review the results as presented by the student.

ARTS 490 Advanced Weaving (3 credits†)

Prerequisite: ARTS 290, ARTS 390, and consent of the instructor

Advanced projects will be undertaken in chosen media under direct supervision of a faculty member. This course may be taken three times. Six hours per week. * *Offered once each year*

ARTS 492 Topics in Art (3 credits†)

Prerequisite: Consent of the instructor

Topics of limited or special interest in art education or studio art. Specific topics to be announced prior to registration. Course may be repeated for different topics. * *Either semester*

ARTS 498 Internship in Art (3-15 credits)

Prerequisite: Consent of the department chairperson; formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. *Either semester*

ARTS 499 Directed Study in Art (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical

† May be taken for graduate level credit.

* Additional fee required

and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

ARTS 502 Research (credit to be arranged)

Prerequisite: Consent of department; formal application required

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ARTS 503 Directed Study (credit to be arranged)

Prerequisite: Consent of department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ARTS 514 Art History Study Tour (Advanced) (3-6 crs.)

A broad range of topics in the history of art is studied in museums and architectural sites in Europe. Preparatory class work is conducted on campus prior to travel; assignments and exams are completed upon return. This course may be taken twice with different itineraries and course topics. *Offered January intersession, spring break and summer*

ARTS 518 Photography Techniques (3 credits)

Prerequisite: ARTS 216 and consent of the instructor

The student will acquire and practice advanced photography skills. Techniques such as proper print finishing, print toning, preparation of black and white and color slides, use of the copy stand and the fundamentals of color printing are included. This course is recommended for only those students who have taken a basic photography course or its equivalent. Six hours per week. *

ARTS 519 Photography Techniques (3 credits)

Prerequisite: ARTS 216 and consent of the instructor

During the semester, students will be taken on a series of field trips. While on location, the instructor will assist students in determining good composition, solving problems related to light measurement and determining correct exposure under a variety of conditions. Emphasis will be placed on regular shooting assignments in the field and critiques, which will be held on campus or at a suitable off-campus location. Students must have access to an adjustable camera, a tripod, a cable release and a gray card. Although not necessary, it is desirable for students to have a hand-held light meter. *

ARTS 525 Graduate Drawing (3 credits)

Prerequisite: Six credits in drawing or consent of instructor

Graduate level course work presumes an established level of proficiency in depicting the human figure as well as a comprehensive understanding of the full range of drawing materials and processes, to include mixed media. Course activities, as they often are combined with Drawing II, may frequently involve the human form as a starting point for expanded activity toward the development of a personal style. Nurturing a unique style that respects both ideational and/or observational concepts is a primary focus within this course. Every effort will be made to connect to style of drawing, past or present, as well as to luminaries within each (e.g. field trips, library research and,

* Additional fee required

whenever possible, studio visits). This course may be repeated for up to three times for credit. * *Either semester*

ARTS 530 Graduate Painting (3 credits)

Prerequisite: Six credits in painting or consent of the instructor

In the classroom environment, students will move toward individual imagery development including exploration of new media and techniques as appropriate and supported by regular critiques by the instructor. Six hours per week. This course may be repeated for up to three times for credit. * *Either semester*

ARTS 535 Graduate Watercolor Painting (3 credits)

Prerequisite: Six credits in watercolor or consent of instructor

Students will explore imagery and watercolor painting techniques within the context of developing a personal working process. This course may be repeated for up to three times for credit. Six hours per week. * *Either semester*

ARTS 540 Graduate Sculpture (3 credits)

Prerequisite: Six credits in sculpture or consent of the instructor

A course designed to challenge the student's grasp of the function and form and its expressive potential through the study of pure form and forms in nature. The materials used are clay, plaster, wood and metal. This course may be repeated up to three times for credit. Six hours per week. * *Either semester*

ARTS 550 Graduate Printmaking (3 credits)

Prerequisite: Six credits in printmaking or consent of the instructor

Printmaking for those with previous experience. Course objectives and requirements will be planned on the basis of the individual student's interests and background. This course may be repeated up to three times for credit. Six hours per week. * *Either semester*

ARTS 562 Graphic Design III (3 credits)

Prerequisite: ARTS 361

Advanced study in design. Dealing with the integration of illustration, design and topography to specific projects the designer could be expected to work in a studio, agency or in-house design situation. Two and three-dimensional areas are explored. This course may be repeated for up to three times for credit. Six hours per week. *

ARTS 563 Advanced Graphic Design (3 credits)

Prerequisite: ARTS 362

This course examines the application of graphic design and its visual communication to the current problems, and emphasizes the study and recognition of contemporary trends in design, color and visual images as viable means to projects assigned. Two- and three-dimensional areas are explored, as well as the use of multimedia techniques to project conceptual ideas. This course may be repeated for up to three times for credit. Six hours per week. *

ARTS 570 Graduate Ceramics (3 credits)

Prerequisite: Six credits in ceramics or consent of the instructor

Work in wheel-throwing, hand-building, sculptural ceramics, clay technology, glaze chemistry or studio management in an individualized program depending upon the student's previous course work, abilities and interests. This course may be repeated for up to three times for credit. Six hours per week. * *Either semester*

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ARTS 573 Graduate Glass (3 credits)

Prerequisite: ARTS 473

A course in glass for those with previous experience. Advanced projects will be undertaken in chosen techniques under direct supervision of a faculty member. This course may be repeated for up to three times for credit. Six hours per week. * *Offered once each year*

ARTS 580 Graduate Metals (3 credits)

Prerequisite: Six credits in metals or consent of the instructor

Work in surface embellishment, construction, casting and forming of non-ferrous metals. Emphasis on experimentation with new technology, materials and techniques. This course may be repeated for up to three times for credit. Six hours per week. * *Either semester*

ARTS 590 Graduate Weaving (3 credits)

Prerequisite: Six credits in weaving or consent of the instructor

Advanced work in fiber planned in accordance with the student's prior course work and experience. Emphasis given to thorough exploration of color, design and fiber selection in the execution of technically ambitious projects. Areas of study may include rug weaving, eight-harness double weaves, sculptural weaving and tapestry. This course may be repeated for up to three times for credit. Six hours per week. *

Other Approved Courses:

ARTS 291 Tapestry Weaving
ARTS 310 Art and the Crafts in Special Education
ARTS 315 Drawing/Painting: Coastal Maine Workshop
ARTS 331 Color Studio
ARTS 364 Interior Design
ARTS 369 Graphics for Designing Media
ARTS 372 Clay and Glazes
ARTS 381 Color Studio
ARTS 417 Alternative Photographic Printing Processes
ARTS 491 Art Education Seminar
ARTS 515 Drawing/Painting: Coastal Maine Workshop
ARTS 519 Field Experience in Photography
ARTS 531 Color Studio
ARTS 572 Clay and Glazes

ATHLETIC TRAINING (ATTR)

ATTR 100 Athletic Taping and Bracing (1 credit)

This laboratory course is designed for students who wish to apply to the Athletic Training Education Program (ATEP). Content will include basic athletic taping and bracing techniques commonly used to prevent athletic related injuries in the physically active population. Students will be expected to complete specific taping and bracing techniques at a competent level prior to being accepted into the athletic training education program. *Offered once each semester*

ATTR 112 Sports First Aid (3 credits)

This course is designed for those working with physically active individuals. This course will provide basic instruction and application to administer emergency first aid treatment for sports related injuries and conditions. Guidelines for prevention will be discussed. Upon successful completion of the course,

students will be certified in Standard First Aid and Community Cardiopulmonary Resuscitation (CPR for infants, children and adults) in accordance with the requirements of the American Red Cross. This course is recommended to individuals pursuing careers in athletic training, coaching, exercise science, health fitness, and recreational programming.

ATTR 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ATTR 240 Introduction into Athletic Training (3 credits)

Prerequisite: PHED 100

Introduces the physical education major into the field of athletic training including the role of the coach and athletic trainer in providing sports injury management, taping and use of immobilization devices, basic injury evaluation and rehabilitation principles. Two-hour lecture and two hours laboratory.

ATTR 241 Apprenticeship in Athletic Training (3 credits)

Prerequisite: Consent of the coordinator of the athletic training concentration
Introduces the athletic training student into the clinical aspect of the athletic training profession. Clinical hours working with the intercollegiate teams will be supplemented by bi-monthly seminars on issues and skills associated with the professional development of the athletic trainer.

ATTR 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

* Additional fee required

ATTR 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ATTR 340 Sports Injury Management – Lower Extremity (3 credits)

Prerequisite: ATTR 240 and BIOL 252

This course is an intensive study into the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the lower extremity. Students must be able to apply and demonstrate evaluative skills and knowledge of joint and muscular musculoskeletal anatomy related to the pathology and management of specific injuries and conditions associated with the lower extremity. Two-hours of lecture and one two-hour laboratory weekly.

ATTR 341 Sports Injury Management – Upper Extremity (3 credits)

Prerequisite: ATTR 240

This course is an intensive study into the assessment techniques utilized in the evaluation of athletic injuries and illnesses occurring to the upper extremity and torso. Students must be able to apply and demonstrate evaluative skills and knowledge of joint and musculoskeletal anatomy related to the pathology and management of specific injuries and conditions associated with the upper extremity and torso. Two hours of lecture and one two hour laboratory weekly.

ATTR 342 Clinical Application of Basic Athletic Training Skills (3 credits)

Prerequisite: ATTR 241

Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

ATTR 343 Clinical Application of Intermediate Athletic Training Skills (3 credits)

Prerequisite: ATTR 342

Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

ATTR 442 Therapeutic Exercise (3 credits†)

Prerequisite: Must be accepted in curriculum program or by consent of program director

Comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength training methods and protocol, aquatic therapy, pharmacological considerations, psychological considerations and specific rehabilitation techniques for the various body segments. Course includes a two-hour lecture and a two-hour laboratory session.

ATTR 443 Pharmacology for the Physically Active (1.5 credits†)

This course is designed to provide the students with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance enhancing drugs and drug testing protocols will be discussed.

Offered alternate years

ATTR 446 Medical Conditions and Disabilities for the Physically Active (1.5 credits†)

This course will provide the knowledge, skills, and values that an entry-level athletic trainer must possess to recognize, treat, and refer, when appropriate, general medical conditions and disabilities seen in athletes and others involved in physical activity.

ATTR 450 Therapeutic Modalities (3 credits†)

Prerequisite: ATTR 240

This course will introduce the athletic training student to therapeutic modalities used in sports medicine. A one-hour lecture and two-hour laboratory will provide practical application of clinical skills including indications, contraindication and record keeping associated with patient care.

ATTR 454 Clinical Application of Advanced Athletic Training Skills (3 credits†)

Prerequisite: ATTR 343

Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

ATTR 455 Professional Preparation in Athletic Training (3 credits†)

Prerequisite: ATTR 454

Clinical application of the skills and techniques used in the athletic training profession. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the professional.

ATTR 490 Administration of Athletic Training (3 credits)

Prerequisite: ATTR 240 or equivalent

Study of various administrative topics confronting an athletic trainer in the management of a sports medicine facility including program management, human resource management, financial management, facility design and planning, informational management, insurance and legal considerations in sports medicine.

Offered alternate years

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ATTR 510 Nutritional Concepts for Health Care Practitioners (3 credits)

This course will provide an overview of nutritional principles and strategies for the health care practitioner. Students will learn and apply the techniques required to complete a nutritional assessment and they will explore various nutritional issues that confront their clients across the lifespan.

ATTR/PHED 511 Research Methods in Physical Education (3 credits)

This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Fall only*

ATTR 540 Management of Lower Extremity Conditions (3 credits)

Prerequisite: Acceptance into the Athletic Training Program

The course will focus on a critical analysis of sport-related injuries and conditions that may affect the lower extremity in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the lower extremity to determine the appropriate management of these sport-related conditions. Two hours of lecture, two hours of laboratory.

ATTR 541 Management of Upper Extremity and Torso Conditions (3 credits)

Prerequisite: ATTR 540

The course will focus on a critical analysis of sport-related injuries and conditions that may affect the upper extremity and torso in physically active individuals. The application of joint and musculoskeletal anatomy will be utilized to assess the various joints and body regions of the upper extremity and torso to determine the appropriate management of these sport-related conditions. Two hours of lecture, two hours of laboratory.

ATTR 542 Therapeutic Exercise (3 credits)

Prerequisite: Acceptance into the Athletic Training Program

Comprehensive analysis of therapeutic exercise in a sports medicine environment. Topics discussed include the healing process and pathophysiology of a musculoskeletal injury, goals of rehabilitation, flexibility and strength training methods and protocol, aquatic therapy, pharmacological considerations during rehabilitation, psychological considerations, and specific rehabilitation techniques for the various body segments. Two hour lecture and two hour laboratory.

ATTR 543 Pharmacology for the Physically Active (1.5 credits)

This course is designed to provide the student with an overview of pharmacology and how it relates to the physically active individual. Therapeutic medications, supplements, performance enhancing drugs and drug testing protocols will be discussed.

ATTR 546 Medical Conditions and Disabilities for the Physically Active (1.5 credits)

This course will provide the knowledge, skills, and values that an entry-level athletic trainer must possess to recognize, treat and refer, when appropriate, general medical conditions and disabilities seen in athletes and others involved in physical activity.

ATTR 548/PHED 546 Applied Biomechanics and Movement Analysis (3 credits)

This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. *Fall semester, alternate years*

ATTR 550 Therapeutic Modalities (3 credits)

Prerequisite: Acceptance into the Athletic Training Program

This course will focus on the relationship of the electromagnetic and acoustic spectra, the principles of electricity, and non-mechanical modalities in the treatment of sports-related injuries and conditions. A two-hour lecture and two hour laboratory session will provide an opportunity for students to learn the indications, contraindications, application protocols, and record keeping associated with patient care.

ATTR 561 Level I Clinical Experience in Athletic Training (3 credits)

Prerequisite: Acceptance into the Athletic Training Program

Clinical application of the basic skills and techniques used in the athletic training profession. Students will be assigned a clinical rotation working with athletic teams in an intercollegiate setting under the direction of a certified athletic trainer. Clinical hours may be accumulated to meet the criteria for NATA certification. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the entry-level professional.

ATTR 562 Level II Clinical Experience in Athletic Training (3 credits)

Prerequisite: ATTR 561

Clinical application of intermediate skills and techniques used in the athletic training profession. Students will be assigned a clinical rotation working with athletic teams in an intercollegiate setting under the direction of a certified athletic trainer. Clinical hours may be accumulated to meet the criteria for NATA certification. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the entry-level professional.

ATTR 563 Level III Clinical Experience in Athletic Training (3 credits)

Prerequisite: ATTR 562

Clinical application of advanced skills and techniques used in the athletic training profession. Students will be assigned a clinical rotation working with athletic teams in a intercollegiate setting under the direction of a certified athletic trainer. Clinical hours may be accumulated to meet the criteria for NATA certification. The clinical experience will be enhanced with regular seminars on issues and topics pertinent to the entry-level professional.

ATTR 564 Level IV Clinical Experience in Athletic Training (3 credits)

Prerequisite: ATTR 563

This course prepares the athletic training student for entering into the profession. The student will have the option of taking the NATA certification examinations, and will progress through an entire interview process and learn how to negotiate a contract. In conjunction with the Counseling Center and Counseling Program, students will practice intervention strategies for abuse situations in the physically active population introduced in the ATTR 563 class. Accessing the Internet, word processing, and injury simulations via the computer will compliment the student's final semester of the clinical experience.

ATTR 590 Administration in Athletic Training (3 credits)

Study of various topics involved in the management of an athletic training facility including program management, human resource management, financial management, facility design and planning, informational management, public relations, insurance, and legal considerations in athletic training. Standards and practices of the athletic training professional will also be discussed. These experiences are developed through lectures, demonstrations, and discussions with professionals in the field including athletic trainers, physicians, physician assistants, and lawyers. *Offered alternate years*

AVIATION SCIENCE (AVSC)

AVSC 100 Private Pilot Flight (3 credits)*

Prerequisite: AVSC 105 which may be taken concurrently

This course consists of flight instruction and ground tutoring, aircraft systems, flight planning, solo and cross-country flight, flight maneuvers, VFR navigation, introduction to night flight, and emergency operations. The Private Pilot Flight course prepares the student for the FAA Private Pilot Certificate.

AVSC 105 Private Pilot Ground School (6 credits)

Topics include basic performance and aerodynamics of the airplane, airplane structure and systems, flight control and instruments, weight and balance, airports, communications, air traffic control, meteorology and Federal Aviation Regulations. Aeronautical charts, airspace, radio navigation including VOR, DME, ADF radar and transponders A.I.M. are considered, as well as use of the flight computer, cross-country flight planning and medical factors of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

AVSC 135/136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Aviation will allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester.

AVSC 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

AVSC 200 Instrument Flight (4 credits)

Prerequisite: AVSC 100; and AVSC 212 which may be taken concurrently

A review and practice of basic, advanced and precision flight maneuvers. Concentrated instrument flight instruction including IFR navigation. An emphasis on aircraft control, IFR flight planning, departure, enroute, holding and arrival procedures, instrument approaches, IFR procedures and regulations.*

AVSC 211 Commercial Pilot Ground School (3 credits)

Prerequisite: AVSC 200 and AVSC 212

Subject matter involves advanced treatment of the airplane systems, performance and control, the National Airspace System, Federal Aviation Regulations, meteorology, radio navigation and the physiology of flight. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

AVSC 212 Instrument Pilot Ground School (3 credits)

Prerequisite: AVSC 100 and AVSC 105

Topics include discussion of aircraft environmental control systems and commercial flight planning, study of instrument flight charts, IFR departure, enroute and approach procedures. FARs, IFR Flight Planning. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. *Either semester*

AVSC 215 Single Engine Flight Simulator Instruction (1-3 credits)

Prerequisite: AVSC 105 or consent of the instructor

Single engine flight simulated instruction is conducted with the use of a flight simulator. The course content will be determined in accordance with the flight experience of the student. A student must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) *Either semester*

AVSC 217 Air Traffic Control (3 credits)

Prerequisite: AVSC 105 and AVSC 100 both of which may be taken concurrently

This course deals with the U.S. air traffic and airway system as it exists today. Topics of discussion will include: components of the system; air route traffic control centers; towers; flight service stations; navigational aids; and the low/high altitude Federal airway structure. *Spring semester*

* Additional fee required.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.
Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

**AVSC 286/287 Sophomore Honors Colloquium
(1 credit each semester)**

Prerequisite: Open to all Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Aviation will allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Topics vary from semester to semester.

**AVSC 298 Second Year Seminar (Speaking Intensive)
(3 credits)**

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived.

Cannot be taken if ____ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**AVSC 299 Second Year Seminar (Writing Intensive)
(3 credits)**

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

AVSC 300 Commercial Flight (4 credits)

Prerequisite: AVSC 200; and AVSC 211, which may be taken concurrently

Lessons include a review of basic flight maneuvers, as well as concentrated instruction and solo proficiency practice in precision flight maneuvers. Introduction to flight in complex aircraft, experience in night and cross-country flying, with altitude instrument flying. This course also consists of a complete review of all commercial maneuvers, instrument flying techniques, pro-

cedures and regulations. The Commercial Flight course prepares the student for FAA Commercial Pilot and Instrument ratings.*

AVSC 303 Flight Instructor Ground School (3 credits)

Prerequisite: AVSC 200, AVSC 212, AVSC 300 and AVSC 211

Provides aviation instructors with easily understood learning and teaching information and its use in their task of conveying aeronautical knowledge and skills to students. Topics include aspects of human behavior, teaching methods and communication, evaluation and criticism, instructional planning, instructor characteristics and responsibilities. Students who meet Federal Aviation Administration (FAA) requirements will be qualified to take the FAA written examination. Either semester

**AVSC 305 Introduction to General Aviation
Management (3 credits)**

Prerequisite: MGMT 130 and junior status or consent of the instructor

An in-depth study of Fixed Base Operations (FBO) business management and operations including financial aspects, human resources, MIS, flight line, flight operations, marketing, maintenance and facilities. Either semester

AVSC 307 Air Carrier Operations (3 credits)

Prerequisite: MGMT 130 and junior status or consent of the instructor

An in-depth study of the U.S. air carrier industry, its structure and its place in the aerospace industry. The history, economics, management and regulation of the domestic air carrier industry are examined in detail. Fall semester

AVSC 310 Aviation Safety (3 credits)

Prerequisite: AVSC 100 and AVSC 105

The primary emphasis of this course is to instill safety consciousness. It encompasses the role of federal organizations involved with aviation safety and stresses their contributions to the aerospace industry. The course will explore flight physiology, utilization of aeronautical services and facilities, an historical perspective and analyzing documented case studies. Spring semester

**AVSC 316 Multi-Engine Flight Simulator Instruction
(1-3 credits)**

Prerequisite: AVSC 413 or consent of the instructor

Multi-engine flight simulated instruction is conducted with the use of a flight simulator. The course content will be determined in accordance with the flight experience of the student. Students must enroll for a minimum of one credit. The course may be repeated for a maximum of three credits. (Fifteen hours of instruction are required for one credit.) Either semester

AVSC 320 Aviation Regulatory Process (3 credits)

Prerequisites: AVSC 105, junior status or consent of instructor

A study of the development of the United States aviation regulatory process, its current structure, the rule making process, the appeals process, ICAO, etc., as well as an exposure to current aviation law as it applies to aviators and operators in the airspace system. Either semester

AVSC 330 Aircraft Systems (3 credits)

Prerequisites: AVSC 211, junior status or consent of instructor

An examination of current aircraft systems moving from the more elementary systems found in smaller general aviation aircraft to the more complex systems found in current turbine

* Additional fee required

powered transport category aircraft. These systems will include power plant, electrical, flight control, air conditioning and pressurization, ice and rain protection, oxygen, avionics, and emergency equipment. *Fall semester*

AVSC 350 Airport Management (3 credits)

Prerequisite: MGMT 130 and junior status or consent of the instructor

A study of managerial challenges associated with the operations of an airport. The course examines the history of airport development in the U.S., pertinent developments in legislation, planning, funding, local controlling authorities, growth management, regulatory aspects and public relations. *Spring semester*

AVSC 400 Instructional Flight (3 credits)

Prerequisite: AVSC 200, AVSC 211, AVSC 212, AVSC 300, and AVSC 303 which may be taken concurrently

This course includes analysis of flight maneuvers, take-off, landings, stalls, emergencies and procedures, as well as analysis and practice instruction of advanced maneuver, altitude instrument flying, considerations of night flight, aircraft performance cross-country flight and navigation. Practice flight and ground instruction. Prepares the student for the FAA Certified Flight Instructor rating.*

AVSC 402 Insurance and Risk Management in Aviation (3 credits)

Prerequisite: AVSC 305

A practical study of U.S. regulations governing aviation. A survey of appropriate risk management policies of aviation. The case method is employed to present practical applications of principles under consideration. *Fall semester*

AVSC 407 Aviation Marketing Management (3 credits)

Prerequisite: AVSC 100 and AVSC 305

Selling and pricing business aviation services and creative marketing strategy are studied in an analytical approach to advertising, sales force administration, promotion, distribution, retailing, logistics, wholesaling, product planning, price policies, market research and consumer behavior. *Spring semester*

AVSC 411 Instrument Flight Instructor Ground School (2 credits)

Prerequisite: AVSC 300 and AVSC 211; and AVSC 303 which may be taken concurrently

Techniques of teaching instrument flight, analysis of instrument maneuvers and approaches, enroute operations and lesson planning. This course will prepare students for the Federal Aviation Administration (FAA) instrument flight and ground instructor written examinations.

AVSC 412 Instrument Flight Instructor Flight Training (2 credits)

Prerequisite: AVSC 411 which may be taken concurrently

Teaching analysis of altitude instruments, instrument approaches, and enroute operations. This course will prepare students for the Federal Aviation Administration (FAA) practical test. Two two-hour lecture/demonstration periods weekly for one quarter.* *Either semester*

AVSC 413 Multi-Engine Rating Ground School (1 credit)

Prerequisite: AVSC 211 and AVSC 300

*Additional fee required

This course prepares the prospective multi-engine pilot for the flight portion of the Federal Aviation Administration (FAA) multi-engine certification, including an in-depth study of multi-engine aerodynamics, systems, weight and balance, performance and emergencies.

AVSC 414 Multi-Engine Flight Training (1 credit)

Prerequisite: AVSC 413

This course prepares the prospective multi-engine pilot for the Federal Aviation Administration (FAA) multi-engine flight test. It includes multi-engine maneuvers, systems, weight and balance and emergencies. Two one-hour lecture/demonstration periods weekly for one quarter.* *Either semester*

AVSC 415 Corporate Aviation Management (3 credits)

Prerequisite: AVSC 305

This course provides an in-depth examination of the history and management practices of commuter airline and corporate aviation. Commuter airline certification, aircraft selection and operations will be analyzed, as well as corporate flight department economics and operations. *Spring semester*

AVSC 416 Multi-Engine Instructor Ground School (2 credits)

Prerequisite: AVSC 303, AVSC 400, AVSC 413, and AVSC 414

This course involves techniques of teaching multi-engine flight, multi-engine operations and systems, aerodynamics of multi-engine flight, environmental systems and multi-engine airplane instruction. One two-hour lecture/demonstration period weekly.

AVSC 417 Multi-Engine Instructor Flight Training (2 credits)

Prerequisite: AVSC 303, AVSC 400, AVSC 413, and AVSC 414; and AVSC 416 which may be taken concurrently

This course covers the development of aeronautical skill and experience in multi-engine aircraft as well as acquisition of teaching proficiency from right seat of multi-engine airplane. One two-hour lecture/demonstration period weekly for one quarter.* *Either semester*

AVSC 430 Airport Operations (3 credits)

Prerequisite: AVSC 350 and junior status or consent of instructor

An in-depth study of the operational aspects of airports including demand/capacity analysis, pavement management, throughput of traffic (passenger, cargo, aircraft operations), noise abatement and mitigation, environmental considerations, etc. *Fall semester*

AVSC 471 Aviation Management (3 credits)

Prerequisite: AVSC 307, AVSC 402, AVSC 407, and senior status or consent of instructor

This capstone course uses the tools and concepts mastered in each of the previous aviation courses to look at current business problems and topics related to the aviation industry.

AVSC 485 Honors Thesis (3 credits)

Prerequisite: Open to all Commonwealth and Departmental Honors students and to others at the discretion of the instructor

This course is open to All-College and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the

Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee.

**AVSC 498 Internship in Aviation Science
(3-15 credits)**

Prerequisite: Consent of the department chairperson of aviation science; formal application is required
Instructive endeavor in the aviation industry or an aviation related business, which complements the academic program. The student will receive meaningful and practical work experience conducted at an airline, a Fixed Base Operation (FBO), the FAA, an aviation consulting firm or other aviation related firms. *Either semester*

**AVSC 499 Directed Study in Aviation Science
(1-3 credits)**

Prerequisite: Junior status and consent of the department; formal application required
Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

Other Approved Courses:

AVSC 101 Primary Flight I
AVSC 102 Primary Flight II
AVSC 103 Primary Flight III
AVSC 201 Commercial Flight I
AVSC 202 Commercial Flight II
AVSC 203 Instrument Flight I
AVSC 204 Instrument Flight II
AVSC 205 Advanced Commercial and Instrument Flight
AVSC 216 National Airspace System
AVSC 301 Instructional Flight I
AVSC 302 Instructional Flight II
AVSC 399 Special Topics in Aviation
AVSC 450 Human Factors in Aviation
AVSC 460 Aviation Weather
AVSC 470 Economics of Air Transportation

**BIOLOGICAL SCIENCES
(BIOE, BIOF, BIOL)**

**BIOE 511 Advanced Biological Topics and
Techniques (1-3 credits)**

Designed for secondary education science teachers, this course is composed of three one credit "short courses." Short course topics will vary and will also serve the continuing needs of teachers for professional development. Possible topics could include whales of Massachusetts, isolation of plasmids, fungal genetics, spring migratory birds, freshwater macroinvertebrates of local ponds and streams, New England wetland plants, intertidal invertebrates, New England wildflowers, etc. This course may be repeated for different topics.

BIOE 512 Advances in Biological Science (3 credits)

Designed for secondary education science teachers, this course will consist of a seminar covering a selected area of biology re-

lated to the curriculum frameworks and teaching in the schools. The seminar could cover one topic or several related topics in 3-5 week blocks per topic and could be team-taught. Some topics may be team taught by a biology faculty member and a K-12 master teacher with appropriate background and qualifications, such as a PALMS science specialist. This course may be repeated for different topics.

**BIOE 513 Advances in Cell/Molecular Biology
(3 credits)**

This graduate level course designed for secondary education science teachers will cover subject areas of cell and molecular biology. Possible subject area components could include molecular biology, techniques of molecular biology, microbiology, embryology, cytology, biological electron microscopy, the foundations of biology, biology of the fungi, virology, human genetics, advanced cellular biology and advanced developmental biology. This course may be repeated for different topics. *Laboratory may be included*

**BIOE 514 Advances in Biomedical/Physiological
Biology (3 credits)**

This graduate level course designed for secondary education science teachers will cover subject areas of biomedical and physiological biology. Possible subject area components could include embryology, parasitology, neurobiology and advanced physiology. This course may be repeated for different topics. *Laboratory may be included*

**BIOE 515 Advances in Ecological/Environmental
Biology (3 credits)**

Designed for secondary education science teachers, this course will cover subject areas in ecological and environmental biology. This course may be repeated for different topics. *Laboratory may be included*

BIOE 537 Applied Research Project (1 credit)

In this course, students complete an applied research project, which integrates theory and practice utilizing education research format and disciplinary knowledge. Graded on a (P) Pass/(N) No Pass basis.

BIOF 501 Characteristics of Organisms (3 credits)

Prerequisite: An undergraduate degree and teacher license; this course cannot be used as part of the MAT in Biology
Designed for elementary and middle school teachers. Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Covers the cell and cell structure as the basic unit of life. Topics to be covered include single celled life forms, multi-cellular organisms, the five kingdoms of life and their characteristics, examples of the major taxonomic groups, cell structure in the five kingdoms, common features and differences, the process of cellular replication, comparison of mitosis and meiosis, complex integration of cells that comprise complex multi-cellular organisms, and major cell processes including food procurement or manufacture (photosynthesis and chemosynthesis) and breathing and respiration.

**BIOF 502 Diversity and Adaptation of Organisms
(3 credits)**

Prerequisite: An undergraduate degree and teacher license; this course cannot be used as part of the MAT in Biology
Designed for elementary and middle school teachers. Cover-

age is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Provides an understanding of the diversity of living organisms on earth. Topics to be covered include the characteristics of the major groups of organisms, how organisms adapt to environments, the process of heredity and the nature of environments, the way in which short term and long term environmental change affects organisms, how long term change may result in elimination of a population or the introduction of new populations, the ways in which short and long term changes in the environment result in qualitative and quantitative changes in the diversity of life, and the process of organic evolution from both the short term and long term perspective. Special attention is placed on how humans are affecting the global environment and the impact on the diversity of life.

BIOF 503 Heredity, Reproduction and Development (3 credits)

Prerequisite: An undergraduate degree and teacher license; this course cannot be used as part of the MAT in Biology

Designed for elementary and middle school teachers. Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Explains the importance of reproduction to the survival of species and examines the processes by which organisms which have two parents receive genetic instructions. Topics to be covered include the principles of heredity that determine the traits exhibited by offspring, how sorting and recombining of the genetic material produces variation among offspring, and the importance of variation in producing differences among individuals from the same population or species.

BIOF 504 Ecosystems and Organisms (3 credits)

Prerequisite: An undergraduate degree and teacher license; this course cannot be used as part of the MAT in Biology

Designed for elementary and middle school teachers. Coverage is keyed to the life sciences strand in the Massachusetts Science and Technology Curriculum Framework. Presents the fundamental principles of ecology. Examines the concept of an ecosystem, the structure and function of an ecosystem, the ways in which organisms interact with each other and with the non-living components of their environments. Topics to be covered include flow of energy, cycling of matter, primary production, light energy transfer to plants in photosynthesis, food chains, food webs and energy pyramids and recycling of matter. Local ecosystems will serve as examples of these processes.

BIOF 505 The Biology of Fresh Waters (3 credits)

Prerequisite: An undergraduate degree and teacher license; this course cannot be used as part of the MAT in Biology

Designed for elementary and middle school teachers. Topics covered will be closely tied to the Watershed Access Lab and to the Massachusetts Science and Technology Framework. Provides content background in biology for understanding watersheds as ecological and biological systems. Introduction to investigative techniques used in the analysis of watersheds and water quality. Emphasis is placed on the use of freshwater ecology for watershed studies in the school curriculum. Topics will include principles of watershed ecology, basic principles of hydrology and river systems, and the use of macroinvertebrates as water quality indicators. Active/cooperative investigations will be emphasized as a means of constructing knowledge.

BIOF 506 Applied Biology for the Laboratory (3 credits)

Prerequisite: An undergraduate degree and teacher license; this course cannot be used as part of the MAT in Biology

Designed for elementary and middle school teachers. Topics covered will be closely tied to CityLab and to the Massachusetts Science and Technology Framework. Provides content background in biology for understanding principles of cell and molecular biology as applied to the CityLab project. Content covered will relate to basic biology, basic chemistry, basic physics, graph construction and interpretation needed to teach the material of the CityLab Program. Teachers using CityLab will acquire sufficient academic depth to field questions regarding the labs and principles that underlie them. Teachers will learn to interpret the array of each experiment's possible experimental outcomes in order to guide their students to an appreciation and understanding not only of conclusions, but also the supporting experimental evidence.

BIOF 507 Special Topics in Elementary Life Science (1-3 credits)

This course is designed to accommodate 1-credit modules, 3-credit courses and workshops and institutes with variable credit in selected areas of elementary (grades 3-5) level life science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include classification of plants and animals, plant structures and functions, adaptations of living things, and energy and living things. Specific content will be developed to meet the assessed needs of teachers and the school districts. This course is designed to accommodate topics of teacher professional development under grant supported projects and school district supported projects as well as occasional credit offerings for elementary level in-service and pre-service teachers. This course is repeatable for different topics.

BIOF 508 Special Topics in Middle School Life Science (1-3 credits)

This course is designed to accommodate 1-credit modules, 3-credit courses and workshops and institutes with variable credit in selected areas of middle school (grades 6-8) level life science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include: classification of organisms, structure and function of cells, systems in living things, reproduction and heredity, evolution and biodiversity, living things and their environment, energy and living things and changes to ecosystems over time. Specific content will be developed to meet the assessed needs of teachers and the school districts. This course is designed to accommodate topics of teacher professional development under grant supported projects and school district supported projects as well as occasional credit offerings for middle school level in-service and pre-service teachers. This course is repeatable for different topics.

BIOL 100 General Principles of Biology (4 credits)

The biological principles at the cellular and organismal levels are discussed. The topics covered include cell structure, respiration, photosynthesis, osmosis, enzymes, DNA and protein synthesis, genetics, ecology and evolution. Three hours of lecture and one two-hour laboratory period weekly. *Offered every semester (CNSL)*

BIOL 102 Introduction to Zoology (4 credits)

This course considers the zoological aspects of biology with emphasis on human systems. Topics include the chemical basis of life, the structure and physiology of cells, tissues, organs and organ-systems, embryonic development, heredity, evolution and ecology. Three hours of lecture and one two-hour laboratory period weekly. *Offered every semester (CNSL)*

BIOL 110 Biology: A Human Approach (3 credits)

This course examines biological principles as they apply to the human biology and to the role of humans in nature. A study of different levels of organization leads to analysis of the structure and function of the major systems of the human body. Topics will include human heredity, evolution and ecology. *Spring semester (CNSN)*

BIOL 111 Human Heredity (3 credits)

The principles of genetics which are important to an understanding of the hereditary mechanism in humans. Individual differences in relation to gene-environment interaction and the role of heredity in society, behavior, health and disease. Primarily an elective for non-science majors.

BIOL 112 Biology and Human Thought (3 credits)

The development of the fetal brain, its cellular structures and organization and the functions associated with various brain regions will be discussed. Major emphasis will be devoted to neuronal cell conduction and transmission and the cellular basis for movement, sensory activity, emotions, memory and language production. In addition, students will explore a variety of brain and neurological disorders. Three hours lecture weekly.

BIOL 115 Microbial World and You (3 credits)

This course considers microorganisms (bacteria, algae, fungi, protozoa, and viruses) and their interactions with humans. The principles and applications of environmental, industrial and medical microbiology are discussed. *Either semester (CNSN)*

BIOL 117 The Biological Environment (4 credits)

The ecological relationship between humanity and the environment is discussed with a focus on biological issues. Topics dealing with humanity's past, present and future role in the ecosystem are discussed with such considerations as: energy in ecosystems, biochemical cycles, populations, endangered species, acid precipitation, climate change, renewable resources, and biodiversity. The course focus, examples, and class discussion projects will be drawn from Canada, North America, or other regions as indicated by the college's course schedule for each semester offered. Three hours of lecture and one two-hour laboratory weekly. *(CNSL)*

BIOL 119 The Botanical World (3 credits)

An introduction to the biology of plants, exploring their diversity, peculiar adaptations, associations with animals, practical uses, and the profound effect they have had on modern civilization. *(CNSN)*

BIOL 121 General Biology I (4 credits)

This core course in the Biology major is an introduction to

the concepts of molecular and cellular biology, reproduction, metabolism, genetics, and mechanisms of evolution. Three hours of lecture and one two-hour laboratory weekly. *Fall semester (CNSL)*

BIOL 122 General Biology II (4 credits)

Prerequisite: BIOL 121 or equivalent

A survey of the major groups of organisms, their morphology, physiology, evolution and ecology. Three hours of lecture and one two-hour laboratory weekly. *Spring semester*

BIOL 128 The Biology of Human Sexuality (3 credits)

The Biology of Human Sexuality is designed to introduce students to the basics of the human reproductive system. The students will develop a healthy understanding of sexuality, its role in society and how it applies to our daily life. Three hours of lecture per week. *(CNSN)*

BIOL 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. *(CFYS)*

BIOL 200 Cell Biology (4 credits)

Prerequisite: BIOL 121 or equivalent; CHEM 131 or CHEM 141; CHEM 132 or CHEM 142 or concurrent enrollment; or consent of the instructor

This course is an introduction to the basic concepts in cell structure and cell physiology. Topics will include the function of cellular organelles, enzymes and cell metabolism, the synthesis of macromolecules, and the flow of genetic information in the cell, including transcription and translation. Three hours of lecture and one two-hour laboratory period weekly. *Spring semester*

BIOL 225 Ecology (3 credits)

Prerequisite: An introductory laboratory course in biology; CHEM 131 or CHEM 141 either taken previously or concurrently; or consent of instructor

Fundamentals of the interactions of populations, communities and ecosystems are investigated in lecture. Students will be acquainted with techniques of data gathering and analysis in ecology. Laboratory trips will allow students to investigate ecological communities in southeastern Massachusetts. One all day Saturday field trip will be required as part of the lab. Two hours of lecture and one two-hour laboratory period weekly. *Fall semester*

BIOL 243 Systematic Botany (3 credits)

Prerequisite: BIOL 121 or consent of the instructor

Lecture presentations in the identification, naming and classification of higher plants. The laboratory will focus on acquiring skills in plant identification with an emphasis on the flora of Massachusetts. Two hours of lecture and one two-hour laboratory period weekly.

BIOL 251 Human Anatomy and Physiology I (4 credits)

Prerequisite: BIOL 100 or BIOL 102 or BIOL 121 or BIOL 122, or consent of the instructor

An intensive study of the biochemistry and cellular structures of tissues; the integumentary and skeletal systems; joints; fundamentals of the nervous system; the peripheral, central and autonomic nervous systems; the special senses; and heart activity. Three hours of lecture and one two-hour laboratory per week. *Fall semester*

BIOL 252 Human Anatomy and Physiology II (4 credits)

Prerequisite: BIOL 251 or consent of the instructor

An intensive study of the structure and function of the muscles and muscular system; circulatory system and blood; and the organ system including lymphatic, endocrine, respiratory, digestive and reproductive systems. Three hours of lecture and one two-hour laboratory per week. *Spring semester*

BIOL 280 Human Physiology (3 credits)

Prerequisite: BIOL 100 or BIOL 102 or BIOL 121 or consent of the instructor

General physiological principles and their application to the human body. Three hours of lecture weekly. *Offered alternate years*

BIOL 284 Invertebrate Zoology (3 credits)

Prerequisite: BIOL 121-122 or equivalent or consent of the instructor

The biology of invertebrates from a phylogenetic standpoint with emphasis on taxonomy, morphology, physiology, development, and natural history. Representatives of the principal classes of each phylum are studied. Two hours of lecture and one two-hour laboratory period weekly. *In alternate spring semesters, either BIOL 284 or BIOL 382 will be offered*

BIOL 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning.

These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

BIOL 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

BIOL 320 Biochemistry (3 credits)

Prerequisite: BIOL 200; CHEM 131-132 or CHEM 141-142; MATH 141; or consent of the instructor. A course in physiology recommended, e.g. BIOL 252, BIOL 280, BIOL 341 or BIOL 373

A study of the characteristics and metabolism of biological molecules. Topics include enzyme structure and function; techniques of enzyme study; anabolic and catabolic pathways and their regulation; and applications of thermodynamics and kinetics to biological systems. Three hours of lecture weekly.

BIOL 321 Genetics (4 credits)

Prerequisite: BIOL 121-122 or equivalent, BIOL 200 or equivalent; CHEM 131-132 or CHEM 141-142; or consent of the instructor

Analysis of the basic principles underlying heredity and the mechanisms involved in the replication, recombination, mutation, variation and expression of genetic material in representative plant, animal and microbial systems. Three hours of lecture and one two-hour laboratory period weekly. *Fall semester*

BIOL 325 Ichthyology (3 credits)

Prerequisite: An introductory course in biology or consent of instructor

Lecture presentations in ichthyology will examine the key aspects of anatomy, sensory systems, organ systems, physiology and ecology of fishes. Emphasis will be placed on identification of New England freshwater and coastal fishes. Field investigations will focus on the behavior and ecology of the fish populations in the Taunton River system. Laboratory sessions will also include techniques of age and growth analysis for assessment of local fish populations, and basic identification of external and internal anatomy of various teleosts. Two hours of lecture and one two-hour laboratory per week.

BIOL 326 Marine Biology (3 credits)

Prerequisite: BIOL 122 or equivalent, or consent of the instructor

An introduction to the marine ecosystems with emphasis on factors involved in the growth, diversity, and distribution of populations occupying the marine habitats of the eastern Atlantic coast. Two hours of lecture and one two-hour laboratory period weekly. *Offered once in three years*

BIOL 327 Wetlands Biology (3 credits)

Prerequisite: BIOL 225 or consent of the instructor

A course that considers the values, functions, protection and recognition of wetlands. Field trips will allow students to investigate wetlands of southeastern Massachusetts. Two two-hour meetings weekly, integrated lecture and laboratory. *Offered alternate fall semesters*

BIOL 328 Stream Ecology (4 credits)

Prerequisite: An introductory laboratory course in biology; BIOL 225; CHEM 131 or CHEM 141 taken previously or concurrently; basic algebra (at least FRSK 102 skills); or consent of instructor

This course examines factors affecting the population size and distribution of aquatic organisms in streams and the biotic indices used to assess stream communities. Laboratory and field projects apply basic skills of organism identification, biotic indices and G.I.S. to investigate aquatic communities of a local river. Three hours of lecture and one two-hour laboratory per week. *Offered every other year in the fall semester*

BIOL 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students

Special topics in biology. Three hourly meetings weekly. *BIOL 338 Fall semester, BIOL 339 Spring semester*

BIOL 341 Plant Physiology (4 credits)

Prerequisite: BIOL 121-122; BIOL 200; CHEM 131-132 or CHEM 141-142; or consent of the instructor

The growth and function of plants including cellular physiology, water relations, respiration, photosynthesis, nutrition, growth regulation, and the influence of environment. Three hours of lecture and one two-hour laboratory period weekly. *Fall semester*

BIOL 350 Molecular Biology (4 credits)

Prerequisite: BIOL 200

This course will examine the molecular nature of biological processes. The structure and function of biological macromolecules will be examined along with the research methodologies and techniques currently utilized in this field. Five hours of lecture/laboratory weekly. *Fall semester*

BIOL 371 Histology (4 credits)

Prerequisite: BIOL 121-122; CHEM 131-132 or consent of the instructor

This course is a study of the microscopic anatomy of mammalian tissues and organs with emphasis on human materials. The study of prepared slides in the laboratory will serve as a basis for discussion of the interdependence of structure and function in the animal body. Three hours of lecture and one two-hour laboratory period weekly.

BIOL 372 Animal Behavior (3 credits)

Prerequisite: BIOL 121-122 or equivalent or consent of the instructor

This introduction to the study of animal behavior from the biological viewpoint covers such topics as drives and reflexes, animal communication, biological rhythms and migration. Emphasis will be placed, where applicable, on the relationships between animal and human behavior.

BIOL 373 Animal Physiology (3 credits)

Prerequisite: BIOL 121-122; CHEM 131-132 or CHEM 141-142 or equivalents; or consent of the instructor

Physiological principles concerned in irritability, contraction, circulation, gas exchange, excretion, and hormonal regulation. Special focus will be placed on unique physiological features found in a variety of animals. Topics will vary and may include hibernation, echolocation, communication through pheromones, bioluminescence, and migration. Two hours of lecture and one two-hour laboratory period weekly. *Alternate spring semesters*

BIOL 375 Immunology (3 credits)

Prerequisite: BIOL 200; BIOL 252 or BIOL 280 or BIOL 371 or BIOL 373

The immune system and its components, including their structure, function, genetics and ontogeny. Three hours lecture weekly. *Offered alternate spring semesters*

BIOL 376 General Endocrinology (3 credits)

Prerequisite: BIOL 122

A survey of the morphology, ultrastructure, and physiology of endocrine glands and their hormones, in animals with special emphasis on humans, will be presented. The course will discuss the hormonal actions and their control on the cellular and organ level. Three hours lecture weekly.

BIOL 382 Comparative Chordate Anatomy (3 credits)

Prerequisite: BIOL 121-122 or equivalent, or consent of the instructor

An ontogenetic and phylogenetic survey of chordate gross anatomy, supplemented by laboratory dissections of representative species. Emphasis is placed on ecomorphology and the changes in chordate structure and biology of chordates that comprise their evolution, with an analysis of the significance of these changes in light of our modern knowledge of evolution. Two hours of lecture and one two-hour laboratory period weekly. *In alternate spring semesters, either this course or BIOL 284 will be offered.*

BIOL 396 Research Problems in Biology (1-3 credits)

Prerequisite: Not open to freshmen. Acceptance by the supervising faculty member

The student will conduct an individual research experience over one semester or multiple semesters in collaboration with a faculty member. At the end of each semester, a written progress report must be submitted for review by the supervising faculty member and a presentation is made to the biology faculty and students. The course may be repeated and up to 3 credits can be used toward a concentration elective in biology.

BIOL 408 The Biology of Marine Mammals (3 credits)†

Prerequisite: BIOL 122 or equivalent or consent of the instructor

An introductory course in the study of marine mammals. Topics to be covered include the evolution, classification, distribution, life histories, anatomy, morphology, behavior, and ecology of marine mammals. We will consider the role of marine mammals in marine ecosystems and the interaction between marine mammals and humans. Three hours lecture weekly.

BIOL 420 Limnology (4 credits)†

Prerequisite: An introductory course in biology; CHEM 132 or CHEM 142, which may be taken concurrently; basic algebra (minimum FRSK 102 skills); or consent of instructor

Limnology examines the interaction of physical and chemical processes in freshwater ecosystems and how they influence populations of freshwater organisms. Laboratory exercises will focus on a field project requiring sampling and analysis of water chemistry, bacteria, phytoplankton, zooplankton, and macroinvertebrates. Students must expect to spend extra time outside of class on the collection and analysis of laboratory project data. Two hours of lecture and one four-hour laboratory session per week.

BIOL 422 Biological Evolution (3 credits)†

Prerequisite: BIOL 321 or consent of the instructor

This course covers the theory of evolution and the operation of evolutionary forces as related to modern taxonomy, with emphasis on such topics as mutation, variation, hybridization, ployploidy, isolation, natural selection and population genetics. Three hours of lecture weekly. *Offered alternate years, spring semester*

BIOL 423 Biological Invasions (3 credits)

Prerequisite: BIOL 122 or consent of instructor

This course will examine the spread of invasive organisms. It will focus on the biology of organisms that alter ecosystems; endanger public health, local economies, and traditional cultures; and their vectors of dispersal, and management. Three hours of lecture weekly. *Spring semester*

BIOL 428 Microbiology (4 credits)

Prerequisite: BIOL 200 and BIOL 321 and one of the following: BIOL 225, BIOL 320, or BIOL 341 or consent of instructor

An introduction to the diversity of microorganisms with emphasis on bacterial growth and metabolism, microbial ecology, and host/microbe interactions including infectious disease. Three hours of lecture and one two-hour laboratory period weekly. *Spring semester (CWRM)*

BIOL 430 Embryology (4 credits)†

Prerequisite: BIOL 121-122 or equivalent; CHEM 131-132 or CHEM 141-142; or consent of the instructor

A study of developmental processes at different levels of organization with emphasis on animal development. Topics include gametogenesis, fertilization, early embryonic development, organogenesis, differentiation, growth and regeneration. Three hours of lecture and one two-hour laboratory period weekly. *Offered alternate years, spring semester*

BIOL 434 Biological Electron Microscopy (3 credits)†

Prerequisite: BIOL 200 or consent of the instructor

An introduction to the techniques of tissue preparation includ-

ing fixation, dehydration and embedment procedures, followed by sectioning and staining, practical use of the electron microscope and interpretation of electron photomicrographs. Basic principles of tissue preparation and applications of electron microscopy will be stressed. One hour of lecture and one four-hour laboratory period weekly. *Spring semester*

BIOL 436 Mammalian Reproductive Physiology (3 credits)

Prerequisite: BIOL 121-BIOL 122; BIOL 200; plus one of the following: BIOL 251, BIOL 252, BIOL 280, BIOL 373; or consent of instructor

This course is designed to introduce mammalian reproduction from a physiological perspective. The goal is to provide a functional understanding of the physiological bases for reproductive events in vertebrates, emphasizing mammals. Two hours lecture and two hours laboratory per week.

BIOL 450 Virology (3 credits)†

Prerequisite: BIOL 200; CHEM 131-132 or CHEM 141-142

This course is an introduction to the study of viruses including bacteriophages and animal viruses. Viral structure and mechanisms of action are considered at the molecular level, and emphasis is placed on viral replication strategies. Three hours lecture weekly.

BIOL 472 Human Genetics (3 credits)†

Prerequisite: BIOL 321 or consent of the instructor

The general principles of genetics as applied to humans. Emphasis will be placed on human genome analysis, pedigree construction and analysis, diagnosis and treatment of genetic diseases, gene mapping, cytogenetics of normal and aberrant genomes and population genetics. Three hours lecture weekly. *Offered every third year*

BIOL 475 Parasitology (4 credits)†

Prerequisite: BIOL 121 and BIOL 122, or equivalent; BIOL 200; or consent of instructor

The relationships between parasitic microorganisms and their hosts will form the basis for this course. We will study both protozoal and multicellular parasites of animals and humans, mechanisms of disease, host defenses, and public health aspects of control and treatment with strong emphasis on the medical/veterinary and global public health aspects of this area of biology. The course will include student independent investigation of the biochemical and immunologic advances of the last three decades through reading of the primary literature, and oral presentation of a topic based on this investigation. Three hours of lecture and one two-hour laboratory per week. *Offered every other year*

BIOL 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

†May be taken for graduate level credit.

BIOL 490 Special Topics in Biology (1- 3 credits)†

Prerequisite: BIOL 121-122, other prerequisites may be required
Various specialized or experimental offerings in biology will be offered from time to time as either three-credit courses or short courses of one or two credits. Each course may be lecture, laboratory, or combined lecture and laboratory as appropriate. Biology majors may combine three short courses to equal one Biology elective.

BIOL 497 Undergraduate Biological Research (3 credits)

Prerequisite: Sophomore, junior or senior standing and acceptance by the supervising faculty member

Students who are accepted by a faculty member as a participant in an undergraduate laboratory or field research project enroll in this course. Projects entail substantial research in the faculty member's biological subdiscipline and are publicized as student research positions become available. Students are extensively involved in experimental planning, execution, analysis and reporting, and present their results to the biology department. Offered every semester

BIOL 498 Internship in Biology (3-15 credits)

Prerequisite: Consent of the department

Internships include research, laboratory or occupational experience in industrial, allied health, educational, medical, governmental, recreational, regulatory or other organizations outside of the college. No more than six credits may be used toward the biology major electives. Graded on a (P) Pass/(N) No Pass basis. Either semester

BIOL 499 Directed Study in Biology (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Graded on a (P) Pass/(N) No Pass basis. Either semester

BIOL 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

BIOL 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog.

BIOL 504 Advanced Seminar in Selected Modern Biological Topics (3 credits)

A study of significant recent work in a specific area of biological research. Students will be expected to do considerable library research, make oral presentations, and present a satisfactory written summary of their work.

BIOL 561 Special Topics in Biology (3 credits)

Prerequisite: BIOL 121-122 or equivalent and graduate standing
†May be taken for graduate level credit.

A special topics course which will allow specialized and one-time offerings in the field. Designed to allow experimental courses of special interest to biology majors.

BIOL 580 Foundations of Biological Education (3 credits)

An exploration of the historical underpinnings of biological education and the integration of modern philosophical foundations of biological education with classroom practice.

Other Approved Courses:

BIOL 104 Animal Morphology
BIOL 106 Introductory Plant Science
BIOL 109 Introduction to Human Disease
BIOL 113 Fundamentals of Biology
BIOL 114 Horticulture
BIOL 116 Drugs of Plant Origin
BIOL 118 Evolution
BIOL 135-136 Freshman Honors Colloquium
BIOL 211 Landscaping
BIOL 212 Plant Propagation
BIOL 240 Plant Morphology
BIOL 241 Plant Anatomy
BIOL 286-287 Sophomore Honors Colloquium
BIOL 324 Microscopical Technique
BIOL 370 Vertebrate Zoology
BIOL 390 Introduction to Pharmacology
BIOL 401 Ecology of Aquatic Insects
BIOL 410 Techniques of Molecular Biology
BIOL 421 Seminar in Biology
BIOL 425 Population Ecology
BIOL 426 Biomonitoring
BIOL 433 Cytology
BIOL 435 Problem Solving with the Computer in Biology
BIOL 444 Biology of the Fungi
BIOL 480 Tropical Field Ecology
BIOL 482 Neurobiology
BIOL 506 Advanced Cell Biology
BIOL 507 Mechanisms of Development
BIOL 508 Advanced Population Biology
BIOL 509 Advanced Physiology
BIOL 521 Advanced Cellular & Molecular Technique
BIOL 523/BIOL 524 Marine Mammal Science for the Grades 5-8 Teacher
BIOL 532 Ultrastructure
BIOL 538 Intertidal Biology
BIOL 550 Modern Developments in Biology
BIOL 551 Advanced Mycology
BIOL 560 Special Topics in Biology Education
BIOL 573 Advanced Vertebrate Biology
BIOL 581 Mammalogy
BIOL 584 Ethology
BIOL 585 Advanced Ichthyology

CHEMICAL SCIENCES (CHEM)

CHEM 100 Computers in Chemistry (2 credits)

This course provides students with an introduction to the use of computer applications for doing and communicating chemistry. (It is equally useful for other science majors.) Topics covered include the use of both general purpose (word processors and presentation graphics) and specialized (including two- and three-dimensional molecular graphics programs) applications for

communicating technical information. Other topics covered include an introduction to molecular modeling and the technical applications of spreadsheets and databases.

CHEM 102 Chemistry in Everyday Life (3 credits)

A selection of topics from the multitude of chemical and nuclear reactions encountered in the everyday life of the modern person will be presented through lectures and demonstrations. Topics such as the following may be included: evaluation of energy alternatives, radioactive isotopes in diagnosis and treatment of disease, risk-to-benefit evaluation of food additives and environmental impact of chemical waste disposal. *Either semester*

CHEM 131 Survey of Chemistry I (4 credits)

CHEM 132 Survey of Chemistry II (3 credits)

CHEM 131 is prerequisite to CHEM 132

This sequence of courses surveys the broad range of topics that comprise the field of chemistry. Topics covered first semester include atomic structure, chemical bonding, states of matter, solutions, chemical reactions (with an emphasis on acid/base reactions) and nuclear chemistry. Topics covered in the second semester include the structure, nomenclature and reactions of organic molecules, enzymes, and the basics of metabolism (concentrating on energy producing pathways). This sequence is designed for students requiring a yearlong course in chemistry, but who are not planning further study in chemistry (except for instrumentation, CHEM 250). CHEM 131 (4 credits) entails three hours of lecture and one three-hour laboratory weekly. CHEM 132 (3 credits) entails three hours of lecture each week. *CHEM 131 both semesters, CHEM 132 spring semester only*

**CHEM 135-136 Freshman Honors Colloquium
(1 credit each semester)**

Prerequisite: Open to all-college honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *CHEM 135 fall semester, CHEM 136 spring semester*

**CHEM 141-142 Chemical Principles I-II
(4 credits for each semester)**

CHEM 141 is prerequisite to CHEM 142

Theoretical inorganic chemistry will be studied with emphasis on mass-energy relationships in terms of structure and physical laws. Laboratory work emphasizes quantitative techniques. Three hours of lecture and four hours laboratory weekly. *CHEM 141 fall semester, CHEM 142 spring semester*

CHEM 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic

information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

CHEM 241 Quantitative Chemical Analysis (3 credits)

Prerequisite: CHEM 142

The classical and modern methods for the quantitative analysis of organic and inorganic compounds, including volumetric, gravimetric, spectroscopic and chromatographic methods. Topics covered include acid-based, solubility, and complex-formation equilibria, as well as an introduction to spectroscopy and chromatography. Two hours of lecture and five hours of laboratory weekly. *Offered every other spring semester*

**CHEM 242 Intermediate Inorganic Chemistry
(3 credits)**

Prerequisite: CHEM 142

The descriptive chemistry, as well as synthesis and reactions, of non-transitional elements and their compounds are studied systematically. Correlations of structure and properties are explained on the basis of modern theories. *Fall semester*

CHEM 250 Instrumentation (3 credits)

Prerequisite: CHEM 132 or CHEM 142 or consent of the instructor

The physical chemistry basic to modern analytical instrumentation will be discussed as the basis for the study of instrumental analysis. Two hours of lecture and one two-hour laboratory period weekly. *Offered once in three years, spring semester*

**CHEM 286-287 Sophomore Honors Colloquium
(1 credit for each semester)**

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Chemistry allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *CHEM 286 fall semester, CHEM 287 spring semester*

CHEM 290 Environmental Chemistry (3 credits)

Prerequisite: CHEM 142

A one-semester course covering the basic principles of aquatic chemistry, atmospheric chemistry, and the chemistry of the geosphere. Topics include energy and the environment, water pollution, water treatment, air pollution, photochemical smog, global warming, the ozone hole, and an introduction to "green" chemistry. *Offered once in two years, spring semester*

**CHEM 298 Second Year Seminar (Speaking Intensive)
(3 credits)**

Prerequisite: _____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if _____ 299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the

opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

CHEM 299 Second Year Seminar (Writing Intensive)
(3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

CHEM 341-342 Organic Chemistry I-II (Non-Lab)
(3 credits each summer session)

Prerequisite: CHEM 142 or consent of instructor is prerequisite to CHEM 341; CHEM 341 is prerequisite to CHEM 342

This course provides the lecture portion independent of the laboratory of CHEM 343-344 Organic Chemistry I and II. CHEM 341 and CHEM 342 are offered summer only

CHEM 343-344 Organic Chemistry I-II
(4 credits for each semester)

Prerequisite: CHEM 142 or consent of instructor is a prerequisite to CHEM 343; CHEM 343 is a prerequisite to CHEM 344

An introductory course in organic chemistry organized in terms of the structure of organic compounds, mechanism of organic and biorganic and environmental chemistry. The laboratory includes an elementary, middle, and high school Chemistry Outreach project for students interested in science teaching careers. Three hours of lecture and four hours of laboratory weekly. CHEM 343 is a prerequisite to CHEM 344. The lecture portion of this course may be taken independent of the laboratory under CHEM 341 Organic Chemistry I-Non-lab (3 credits) and CHEM 342 Organic Chemistry II-Non-lab (3 credits). CHEM 341 and CHEM 342 are offered summers only

CHEM 381-382 Physical Chemistry I-II
(4 credits for each semester)

Prerequisite: CHEM 142 and MATH 152 or MATH 142 and consent of instructor is a prerequisite to CHEM 381; CHEM 381 is a prerequisite to CHEM 382

The laws governing the physical and chemical properties of substances. CHEM 381 covers thermodynamics and kinet-

† May be taken for graduate level credit

ics, while CHEM 382 focuses on molecular spectroscopy and quantum chemistry and statistical mechanics. Three hours of lecture and one four-hour laboratory period weekly.

CHEM 390 Research Problems in Chemistry
(1-3 credits)

Prerequisite: CHEM 344, CHEM 382 and consent of the department. The student will work on a research project under the direction of a faculty member. A written report (see department office for preparation guide) must be submitted to the department chairperson by the end of the final exam period. This course may be repeated for up to six credits. Graded on a (P) Pass/(N) No Pass basis. Fall and Spring semester

CHEM 444 Advanced Inorganic Chemistry
(3 credits†)

Prerequisite: CHEM 344, and CHEM 382; CHEM 382 may be taken concurrently

The topics of group theory, stereochemistry, ligand field theory, molecular orbital theory, synthesis and kinetics of reactions as applied to transition metal elements will be treated in detail.

Hours arranged. Spring semester

CHEM 450 Instrumental Analysis (3 credits†)

Prerequisite: CHEM 382, which may be taken concurrently

Theory and practical application of instrumental methods as applied to chemical analysis, including pH measurements, electro-deposition, potentiometry, crystallography, mass spectrometry and spectroscopy. Two hours of lecture and one four-hour laboratory period weekly. Fall semester

CHEM 461 General Biochemistry I (4 credits†)

Prerequisite: CHEM 344 or consent of the instructor

A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture and one three-hour laboratory period weekly. Fall semester

CHEM 462 General Biochemistry II (3 credits)

Prerequisite: CHEM 461

A survey of the chemical components of living matter and the major processes of cellular metabolism. Three hours of lecture weekly. Spring semester

CHEM 466 Advanced Biochemistry Laboratory
(2 credits†)

Prerequisite: CHEM 461

A study of special laboratory techniques used in biochemical research, such as chromatography, enzymology, radiochemical techniques, electrophoresis, and metabolic pathways. An individual project will complete the laboratory. One hour of laboratory discussion and three hours of laboratory weekly. Spring semester

CHEM 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. Either semester

CHEM 490 Special Topics in Chemistry (3 credits)

Prerequisite: CHEM 382 or consent of the instructor

Special Topics in Chemistry will deal with various topics at the "cutting edge" of chemistry. The course will stress the current literature as the "text." Assessment will be based primarily on writing assignments. Since the topic will change each time the course is offered, please see the course schedule for the current topic. *Spring semester*

CHEM 492 Laboratory Techniques (3 credits†)

Prerequisite: CHEM 344 and CHEM 382

Special techniques used in the research laboratory, such as glass-blowing, vacuum line technique, vacuum distillation, dry-box operations and advanced synthetic methods. Hours arranged. *Fall semester*

CHEM 498 Internship in Chemical Sciences (3-15 credits)

Prerequisite: Consent of the department; formal application required
Laboratory experience in industrial or government laboratories, regulating agencies or academic laboratories at other institutions. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

CHEM 499 Directed Study in Chemistry (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

Other Approved Courses:

CHEM 111 The Art of Chemical Inquiry
CHEM 125 Introductory Chemistry for the Life Sciences I
CHEM 126 Introductory Chemistry for the Life Sciences II
CHEM 210 Chemistry and Society
CHEM 252 Recent Developments in Inorganic Chemistry
CHEM/PHYS 260 Microprocessors-Microcomputer Technology
CHEM 270 Introduction to Toxicology
CHEM 280 Physical Chemistry for the Life Sciences
CHEM 300 Organic Chemistry for the Life Sciences
CHEM 338-339 Honors Tutorial
CHEM 350 Introduction to Laboratory Automation
CHEM 372 Marine Chemistry
CHEM 389 Introduction to the Chemical Literature
CHEM 422 Applied Computational Chemistry
CHEM 440 Advanced Organic Chemistry
CHEM 442 Qualitative Organic Analysis
CHEM 502 Research
CHEM 503 Directed Study
CHEM 510 Chemical Instrumentation
CHEM 512 Microcomputers as Laboratory Instruments
CHEM 520 Molecular Modeling
CHEM/PHYS 525 Problem Solving in Chemistry and Physics
CHEM 530 Computer Assisted Instruction Design in the Physical Sciences
CHEM 550 Chemistry and the Environment
CHEM 560 Special Topics in Chemistry
CHEM 561 Recombinant DNA Technology
CHEM 562 Protein Chemistry

†May be taken for graduate level credit.

CHEM 582 Biochemistry Topics
CHEM 585 Atomic and Molecular Structure
CHEM 591 Advanced Organic Chemistry I: Structure
CHEM 592 Advanced Organic Chemistry II: Mechanism and Synthesis
CHEM 594 Special Topics in Inorganic Chemistry
CHEM 597 Advanced Physical Chemistry I: Chemical Thermodynamics and Statistical Thermodynamics
CHEM 598 Advanced Physical Chemistry II: Chemical Kinetics

GENERAL COUNSELING (CNGC)

CNGC 500 Research and Evaluation (3 credits)

This course is designed to help prepare counselor education students who intend to work in mental health, PreK-12, or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor as practitioner-scientists. The purpose of this course is to provide a framework for counselors to evaluate the efficacy of research studies that have implications for the practice of counseling. Students will become familiar with research methods, statistical analysis, needs assessment, and program evaluation as it relates to the counseling profession. Students will be exposed to ethical and legal considerations, diversity and equity as it relates to conducting research in counseling.

CNGC 502 Research (3-6 credits)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in counseling in collaboration with a faculty member. For details, consult the "School of Graduate Studies" section of this catalog for information on independent study.

CNGC 503 Directed Study (1-6 credits)

Prerequisite: Completion of 15 approved graduate credits and acceptance in the counseling program; consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in the counseling field or engage in fieldwork in addition to what is required in each program option. For details, consult the "School of Graduate Studies" section of this catalog for information on independent study.

CNGC 510 The Counseling Function in School, Agency/Community, and Higher Education Settings (3 credits)

This course provides students who intend to work in mental health, PreK-12, or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor with an orientation to the field of counseling. Students will be exposed to various employment opportunities and settings in the counseling profession. Central to this course will be an on-going self-evaluation of the students' attitudes, values, interpersonal skills, and motives for choosing counseling as a potential profession. The student will be provided with an overview of the core requirements and competencies necessary

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

to become a counselor. Threaded throughout this course and each counseling program option are competencies in technology, professionalism, and multiculturalism.

CNGC 520 Group Experience (0 credit)

All matriculated Med counselor education students are required to participate in a confidential small group experience provided by the department. This non-graded, eight session activity will be facilitated by a licensed clinician who is not a member of the faculty and will provide counselors-in-training with direct experience as a member of a group. Completion of this requirement is a prerequisite for the Advanced Applied Counseling Course. This course is graded on an (S)Satisfactory/(U)Unsatisfactory basis.

CNGC 528 Counseling and Development (3 credits)

This course will introduce the counselor education student who intends to work in mental health, PreK-12, or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor, to counseling theory and practice in the context of human development, culture, and other contextual factors. Diversity will be broadly defined and include, but not be limited to ethnicity, race, spirituality, gender, SES, and sexual orientation. The major counseling theories will be examined with respect to their overall worldview, underlying value systems and related compatibility with mainstream and disenfranchised populations, their perspective on human development and clinical application. Although primary course emphasis will be on counselor self reflection, and working with individual clients, secondary focus will be on ecological/system approaches and prevention strategies.

CNGC 529 Multicultural Counseling (3 credits)

Prerequisite: CNGC 510 or PSYC 509

This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient client population-specific issues related to the life experiences and world view of the culturally different client and how such experiences impact on the counseling relationship and therapeutic process. Underlying values and assumptions associated with widely used traditional counseling interventions and their appropriateness with disenfranchised populations will be explored. Traditional and nontraditional culturally-consonant counseling approaches will also be discussed.

CNGC 532 Psychological Assessment (3 credits)

Prerequisite: CNGC 510

This course will examine the basic principles and components of individual and group psychological assessment and is designed for the counselor education student who intends to work in mental health, PreK-12, or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor. The student will be introduced to the most commonly used assessment tools and practices

for measuring intelligence, achievement, aptitude, interest, career and personality. Basic concepts of standardized testing and statistical concepts such as measures of central tendency, variability, norm and criterion referenced tests and types of reliability and validity will be explained for each test discussed. Critical issues and procedures such as technology, ethical, diversity and multicultural aspects related to the administration, scoring, interpretation, and report writing for individual and group tests will be emphasized.

CNGC 535 Applied Counseling: Adolescent-Adult (3 credits)

Prerequisite: CNGC 510 and CNGC 528

Awareness of characteristics and behaviors that influence the helping process will be explored, such as developmental issues, multicultural, ascribed and achieved personality characteristics. Students who intend to work with adolescents and/or adults in school, mental health, or student affairs settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor will develop basic interviewing and counseling skills for the purpose of establishing a therapeutic relationship, diagnosis of client problems and implement appropriate counseling treatment goals within the ethical guidelines.

CNGC 536 Applied Counseling: Pre-Adolescent (3 credits)

Prerequisite: CNGC 510 and CNGC 528

This course is designed to assist the counseling student who intends to work in mental health or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor, with learning effective therapeutic techniques for working with young children. The course will examine developmental child psychopathology from a constructivist perspective. Using this model, various approaches to child therapy and collaboration skills will be applied and evaluated. No preferred treatment modality will be espoused, rather, students will be expected to make use of a combination of techniques and integrate various forms of intervention. Moreover, diversity, psychological development, technology, and professionalism will be integrated throughout the course.

CNGC 538 Group I: Theory and Process of Group Interaction (3 credits)

Prerequisite: CNGC 510; and CNGC 528 or PSYC 509

Group I is an experiential course designed to provide students with the opportunity to co-facilitate, participate, observe, and analyze group process. Emphasis will be placed on the synthesis of leadership, membership and purpose, as well as the evaluation of the appropriateness of various types of groups and counseling applications.

CNGC 539 Introduction to Career Counseling (3 credits)

Prerequisite: PSYC 509

This course will review concepts, issues, trends and tools as they relate to career development. It is designed to consider the role of the professional counselor in the career decision-making process embedded within lifestyle and life stage factors. Topics

will include, but not be limited to: career development theory, career assessment tools, interest, skills and personality inventories, career resource materials, technology and the implementation of career counseling strategies.

CNGC 542 Group II: The Facilitation of Group Experience (3 credits)

Prerequisite: CNGC 538

Group II is an advanced level course that provides students with an opportunity to enhance their group counseling skills and repertoire as well as increase their ability to apply theory to practice. This course uses both experiential and discussion methods of teaching to facilitate learning.

CNGC 544 Introduction to Reality Therapy (3 credits)

This course is designed to bring about an awareness and an understanding of the philosophy and basic concepts of Reality Therapy. Modalities of learning will include the following: didactic presentation, role play, lecture and group process.

CNGC 560 Special Topics in Counseling (1-3 credits)

Prerequisite: Dependent on topic

Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

CNGC 561 Grief Counseling (3 credits)

Introduction to the theory and application of grief models as they apply to individuals and families, including techniques and strategies to assist clients and students dealing with issues related to grief and loss in a variety of settings (school, mental health, college/student affairs). The course will stress the importance of the professional counselor self-awareness and counselor impact on the therapeutic process, as well as the role of ritual, spirituality, and multicultural perspectives on grief. At the core of the course will be a respect for the "client's" cultural contextual, a recognition of the importance of culture and other critical intervening factors on the counseling and grief process, and the maintenance of high ethical standards.

CNGC 563 Psychopharmacology for Non-medical Professionals (3 credits)

This course, which is for the counseling student who intends to work in mental health or PreK-12 settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/School Adjustment Counselor, or School Guidance Counselor, examines modern medication treatments for psychological disorders, including schizophrenia, mania, depression, and anxiety. Additional problems such as ADHD/ADD, steroids, alcohol and cigarette dependency, street drugs and inhalants will be examined. Types of medications reviewed are the following: antipsychotics, antidepressants, antianxiety, sedative-hypnotics, over the counter, and herbal alternatives are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions.

CNGC 567 Marital and Family Therapy (3 credits)

This course is an examination of schools of family systems and treatment intervention options. Attention will be given to the history and development of marital family therapy, current

schools of therapy, intervention strategies, and the role of the counselor in marital and family work. Professional standards for marital and family therapy will be reviewed.

CNGC 582 Principles and Methods of Community Counseling and Consultation (3 credits)

This course is for the counseling student who intends to work in mental health, PreK-12 or higher education settings, and who may also be seeking licensure as one or more of the following: Licensed Mental Health Counselor (LMHC), School Social Worker/Adjustment Counselor, or School Guidance Counselor, and will explore the wide variety of factors in society and the community that affect the well being of the client in school, agency/community, and higher education settings. Emphasis will be on addressing human problems through community counseling and consultation within a framework of multiculturalism, professional standards and equity, and using technology to enhance the development and delivery of community counseling interventions. Topics include: consultation, referral, program development, intervention strategies, outreach, general systems theory, community counseling, person/environment "fit" and action/evaluation research.

CNGC 610 Counselor Supervision: Principles and Practice (3 credits)

This advanced level course will provide the student with an overview of the varied principles and practices of counselor supervision. Supervision is examined from an administrative and clinical paradigm. Furthermore, topics related to supervision such as diversity, gender, personal/professional development, counseling theory, and ethics will be covered. Central to the course will be the development of the skills and knowledge requisite to becoming an effective supervisor in the counseling profession. An on-going self-evaluation of supervisor's attitudes, values, skills, personality, and roles as a supervisor will be examined.

CNGC 620 Multicultural Counseling II (3 credits)

Prerequisite: CNGC 529 or graduate level multicultural counseling course

This advanced level competency-based course is designed for professional counselors and advanced level graduate students in counseling who are interested in increasing their knowledge and skill in the fourth "force" of counseling-Multicultural Counseling and Therapy. Emphasis will be on operationalization of the components of multicultural competence as identified by the American Counseling Association. Primary focus will be on increasing knowledge and skills in the areas of assessment, intervention planning, and service delivery, understanding and effectively responding to bias and hate incidents and crimes, facilitating "praxis" consultation, legal and ethical issues, and continued self-awareness/professional development in this area. Students will also develop a diversity related philosophy statement and technology product to be included in their counseling portfolio.

CNGC 625 Enhancing Counseling and Prevention through Technology (3 credits)

Prerequisite: Graduate level applied technology course

This advanced level course is designed for professional counselors and advanced level graduate students in Counseling who are interested in increasing their knowledge and skill in the ways technology can be used to develop, deliver and evaluate counseling and prevention services, materials and programs. The course will build upon the student's earlier courses and experiences and will primarily focus on competency and skill building to increase student effectiveness in this area. Emphasis will be on readily available software applications whose use can be modified to enhance and customize counseling interventions, as well as those which are integral to the functioning of the school counselor and in which familiarity and initial competency is expected by school systems. Topics will include: use of the Internet, scheduling programs, record keeping systems, presentation and publishing software applications, career and college exploration, developing customized computer-generated counseling materials, electronic mail, data management, photo/graphic editing and importing, multimedia applications and web pages/websites. Legal and ethical issues related to the use of technology, as well as diversity issues will be threaded throughout the course. All topics will be explored from a guidance and counseling perspective. Much of the work for the course will take place within population-specific small groups.

CNGC 660 Special Topics in Counseling (1-3 credits)

Special topics of current relevance in counseling will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the consent of the adviser.

Other Approved Courses:

- CNGC 522 Measurement of Intelligence: Stanford-Binet
- CNGC 524 Measurement of Intelligence: Wechsler Scales
- CNGC 525 Measurement of Intelligence: Woodcock-Johnson
- CNGC 526 Projective Assessment Techniques I
- CNGC 527 Projective Assessment Techniques II
- CNGC 545 Counseling from an Existential-Humanistic Perspective
- CNGC 546 Parent and Family Counseling
- CNGC 553 Seminar in College Admissions
- CNGC 562 Contemporary Psychosocial Issues in Counseling Assessment and Strategies
- CNGC 565 Cognitive Development
- CNGC 566 Childhood Psychopathology
- CNGC 569 Internship: School Guidance Counselor (PreK-8)
- CNGC 570 Internship: School Guidance Counselor (5-12)
- CNGC 571 Practicum: School Guidance Counselor (PreK-8)
- CNGC 572 Practicum: School Guidance Counselor (5-12)
- CNGC 592 Internship in Student Affairs Counseling
- CNGC 630 Child and Adolescent Psychopathology

MENTAL HEALTH COUNSELING (CNMH)

CNMH 534 The Professional Counselor: Standards, Ethics, and Legal Issues (3 credits)

This course, which is for the graduate counseling student who intends to work in mental health or PreK-12 settings, and who is seeking licensure as a Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, will examine the current trends in the area of ethical and legal issues that affect the professional counselor, as well as the process of ethical decision making. Legal and ethical issues dealing with informed consent, confidentiality, duty to warn, neglect and abuse, family rights and special education will be among the topics to be studied. Ethical standards of the ACA and codes germane to specific counseling associations will be reviewed and discussed. Guidelines and competencies for working with multicultural and other special populations will also be examined.

CNMH 564 Theories of Psychological Development (3 credits)

This course will examine traditional and contemporary theories of psychological development. Each theory will be examined from a multicultural perspective. Students who intend to work in mental health, or PreK-12 settings, and who may also be seeking licensure as either a Licensed Mental Health Counselor (LMHC) or School Social Worker/ School Adjustment Counselor, will learn how to apply psychological theories of development in assessing client issues and formulate appropriate interventions.

CNMH 568 Psychopathology (3 credits)

Prerequisite: CNGC 510 and CNGC 528

This course will provide an examination of the classification system, diagnostic criteria, and differential diagnosis according to the current Diagnostic and Statistical Manual of Mental Disorders (DSM). Attention will be given to issues of diversity, etiology and treatment options.

CNMH 570 Advanced Applied Counseling: Mental Health Counselor (6 credits)

Prerequisite: CNGC 510 and CNGC 528 and CNGC 535 and CNMH 534 and CNMH 568 and CNGC 520 and a practicum application approved by the Counseling Programs Committee

This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor. Emphasis will be placed upon the application of counseling techniques to clients over the lifespan and the further refinement of the counseling student's individual counseling style and increased self-awareness. Maximum use of triadic supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context, and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

CNMH 571 Internship: Mental Health Counselor (3-12 credits)

Prerequisite: Successful completion of CNGC 529 and CNGC 538 and CNMH 534 and CNMH 568; and CNMH 570 or CNMH 580; and a fieldwork application approved by the Counseling Programs Committee

This variable credit fieldwork experience is for the advanced counseling graduate student seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC) and/or a School Social Worker/School Adjustment Counselor. Students seeking licensure as a Licensed Mental Health Counselor (LMHC) must complete a minimum of 900 hours of fieldwork at a mental health site. Students pursuing an LMHC and a license as a School Social Worker/School Adjustment Counselor must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits; 40 hours per week/600 total hours = 12 credits. The 40 hours per week/600 total hours/12 credit semester option is not available when interning at an educational site. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars. Students must submit an application by the first week of April for the summer and fall semesters or by November for the spring semester. This experience may be repeated up to six times for a minimum total of 18 credits. *All fieldwork sites must conform to the current licensing law including having an approved on-site supervisor as defined by the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR).*

CNMH 580 Advanced Applied Counseling: Mental Health Counselor - School Based (6 credits)

Prerequisite: CNGC 510 and CNGC 528 and CNMH 534 and CNGC 535 and CNMH 568 and a practicum application approved by the Counseling Programs Committee

This course is designed to provide the advanced counseling student who intends to work in mental health or PreK-12 settings, and who is seeking licensure as a Licensed Mental Health Counselor (LMHC) or School Social Worker/School Adjustment Counselor, with an opportunity to further examine and effectively apply counseling theory into practice and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of mental health counselor. Emphasis will be placed upon the application of counseling techniques to clients over the lifespan and the further refinement of the counseling student's individual counseling style and increased self-awareness. Maximum use of audio/video tape, role play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology, context, and ethics/professionalism will be integrated throughout this course. Students must submit an internship application by the first week of April for summer and fall semesters or by November for spring semester.

CNMH 582 Internship: Mental Health Counselor - School Based (3-9 credits)

Prerequisite: Successful completion of CNGC 529 and CNGC 538 and CNMH 534 and CNMH 568; and CNMH 570 or CNMH 580; and a fieldwork application approved by the Counseling Programs Committee

This variable credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC) and a School Social Worker/School Adjustment Counselor. Students pursuing dual licensure must complete a minimum of 450 hours of fieldwork at a mental health site and 450 hours at a school-based mental health site. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum of two seminars over their 900 total hours/18 credits of fieldwork experience. Students must submit an application by the first week of April for the summer and fall semesters or by November for the spring semester. This experience may be repeated up to three times for a minimum total of 9 credits. *All fieldwork sites must conform to the current licensing law including having an approved on-site supervisor as defined by both the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR) and the Massachusetts Department of Education for a School Social Worker/School Adjustment Counselor.*

CNMH 583 Internship III: Mental Health Counselor-School Based (6 credits)

Prerequisite: Successful completion of CNMH 582 and a fieldwork application approved by the Counseling Programs Committee

This third level fieldwork experience is for the advanced counseling intern seeking dual licensure as a Licensed Mental Health Counselor (LMHC) in Massachusetts and a School Adjustment Counselor License with the Department of Education. Students must complete a minimum of 300 hours of fieldwork at an approved educational fieldwork site.

CNMH 671 CAGS Internship: Mental Health Counselor (3-9 credits)

Prerequisite: Successful completion of CNGC 529 and CNGC 538 and CNMH 570 and a fieldwork application approved by the Counseling Programs Committee

This variable credit fieldwork experience is for the advanced CAGS in Mental Health Counseling student seeking a license as a Licensed Mental Health Counselor in Massachusetts (LMHC). Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits. Students must attend a clinical seminar each semester they are involved in field experience and must attend a minimum total of two seminars. Students must submit an application by the first week of April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits. *All fieldwork sites must conform to the current licensing law including having an approved on-site supervisor as defined by the Board of Registration of Allied Mental Health Professionals for a Licensed Mental Health Counselor (see 262 CMR).*

Other Approved Courses:

CNMH 572 Internship II: Mental Health Counselor
CNMH 573 Internship III: Mental Health Counselor
CNMH 672 Internship II: Mental Health Counselor

STUDENT AFFAIRS COUNSELING (CNSA)

CNSA 520 Ethical, Legal, and Professional Issues in Student Affairs (3 credits)

This course is designed to provide students with an in-depth exploration of ethical, legal, and professional issues relating to student affairs practice, including but not limited to: confidentiality, student privacy, contracts, technology/the internet, boundaries and dual/multiple relationships, record keeping, supervision of paraprofessional undergraduate/graduate student staff, mental health issues of college students, and professional practice in student affairs. Students will acquire knowledge on ethical reflection and the core ethical principles in student affairs practice. Students will also learn models that infuse multicultural and diversity issues throughout the ethical decision-making process. Students will gain awareness on how legal issues impact student affairs practice and policy development. Students will learn how to manage organizations and structures within student affairs and higher education, and foster collaborative approaches with key campus constituents and administrators.

CNSA 523 Foundations in Higher Education Counseling for Student Affairs Practice (3 credits)

This course is designed to provide students with an overview of the student affairs profession, its historical foundations, and its roles and functions. The course will address the college and university settings where the profession is practiced, as well as the skills and competencies needed by practitioners to address student development issues. The course will explore the relationship between academic and student affairs and the importance of applying student development theory to practical applications with college students. Students will be exposed to current issues regarding student affairs in higher education. Topics covered in the course include (but are not limited to): institutional mission, organization and administrative models in higher education, training and supervision of staff, program planning and ethical and legal issues in higher education, fiscal and budget management, and good practice in student affairs.

CNSA 525 Student Affairs Administration (3 credits)

This course is designed to provide students with an overview of student affairs and higher education administration practice. The course will address the various administrative functions for student affairs administrators, such as fiscal and budget management, organizational development, supervision, training, and evaluation of graduate and paraprofessional staff, program planning, needs assessment, fostering partnerships between academic and student affairs, and ways to integrate student development theory into administration policy and development. Students will discuss ways that administrative decision-making impacts student well-being and campus environments and how policies and procedures are created.

CNSA 530 Applied Counseling for Student Affairs Professionals (3 credits)

This course is designed to acquaint students with the counseling skills, interventions and techniques that are used within a student affairs setting. Through lectures, discussions, role-plays, demonstrations and videotaped vignettes, students will develop the skills and the conceptual frameworks that are necessary for effective counseling with college students. Students will learn basic crisis intervention strategies in order to effectively respond to a variety of mental health related issues on campus. Students will discuss appropriate referral procedures and ways to foster critical collaborative relationships with institutional and community resources. Professional ethics, legal standards, technology, developmental theories and multicultural competencies will be integrated within the practice of counseling in a student affairs capacity.

CNSA 551 Student Development Theory in Higher Education (3 credits)

This course is an introduction to student development theory and related developmental issues encountered by students in higher education settings. This course will cover: developmental issues, such as racial, sexual, gender, cognitive, ethical, and emotional identity development. Students will learn how to apply developmental theories to direct student affairs practice. Basic concepts, philosophies, and current models, practices, and issues in the field will be studied.

CNSA 560 Special Topics in Student Affairs (1-3 credits)

This variable credit course provides students with an opportunity for in-depth exploration of a current topic in student affairs. Relevant theory will be discussed, as well as concerns related to multiculturalism and diversity, technology, and ethical issues. Students may take this special topics course numerous times with permission of the Program Director or course instructor.

CNSA 570 Advanced Applied Counseling: Student Affairs Counseling (6 credits)

Prerequisite: CNGC 520 and CNGC 528 and CNGC 529 and CNGC 535/CNSA 530 (only CNSA 530 if admitted after 5/1/06) and CNSA 523 and CNSA 551 and successful completion of the Group Experience, and a practicum application approved by the Counseling Programs Committee

This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice, and demonstrate this ability during the required practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent/adult population and the further refinement of a student's individual counseling style and self-awareness. Maximum use of triadic supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context will be integrated throughout this course.

CNSA 571 Internship: Student Affairs Counselor (3-12 credits)

Prerequisite: CNGC 529 and CNGC 538 and CNSA 520 and CNSA 570, and an internship application approved by the Counseling Programs Committee and the Student Affairs Program Director

This variable credit fieldwork experience is for the Student Affairs student seeking experience in various higher education settings. Students must complete a minimum total of 600 hours at a site approved by the Counseling Programs Committee and the Student Affairs Program Director. Students may work 10-40 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits; 40 hours per week/600 total hours = 12 credits. The 40 hours per week/600 total hours/12 credit semester option is only available if the student is interning at a minimum of two different functional student affairs settings/departments. Students must submit an application by April for the fall semester or by November for the spring semester.

Other Approved Courses:

CNSA 572 Internship II: Student Affairs Counselor

SCHOOL GUIDANCE COUNSELING (CNSG)

CNSG 523 The School Guidance Counselor: Psychopathology and Developmental Issues (3 credits)

An examination of child and adolescent psychological development as well as the clinical issues encountered in today's school settings. This course will examine: psychological theories of development, developmental issues and crises, and learn a basic understanding of the classification system, symptoms, regarding the types of psychopathology listed in the current Diagnostic Statistical Manual (DSM).

CNSG 524 Applied School Counseling (3 credits)

Prerequisites: CNGC 510 and CNGC 528

This course is designed to teach basic counseling and delivery skills to the School Counselor working in K-12 educational settings. Students will utilize a developmental framework to employ counseling skills in the delivery of guidance curriculums, individual planning, responsive services, and system support. Students will continue to learn how to integrate professional ethics, legal standards, technology, developmental theories and multicultural competencies in the practice of school counseling.

CNSG 561 Internship: School Guidance Counselor (PreK-8) (3-9 credits)

Prerequisite: CNGC 529 and CNSG 523 and CNSG 570 and an internship application approved by the Counseling Programs Committee

This variable credit fieldwork experience is for students who are employed in the role of a PreK-8 School Counselor. Students pursuing a license as a School Guidance Counselor

must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

CNSG 562 Internship II: School Guidance Counselor (PreK-8) (6 credits)

Prerequisite: CNSG 561 and a fieldwork application approved by the Counseling Programs Committee

This second level fieldwork experience is for students who are employed in the role of a PreK-8 School Guidance Counselor. This internship includes a minimum of 300 clock hours at an approved fieldwork site.

CNSG 563 Internship: School Guidance Counselor (5-12) (3-9 credits)

Prerequisite: CNGC 529 and CNSG 523 and CNSG 580 and an internship application approved by the Counseling Programs Committee

This variable credit fieldwork experience is for students who are employed in the role of a 5-12 School Counselor. Students pursuing a license as a School Guidance Counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

CNSG 570 Advanced Applied Counseling – School Guidance Counselor: Pre-Adolescent (6 credits)

Prerequisite: CNGC 510 and CNGC 528 and CNGC 536/ CNSG 524 (only CNSG 524 if admitted after 5/1/06) and CNGC 520 and a pre-practicum application approved by the Counseling Programs Committee

This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the pre-adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of triadic supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context, will be integrated throughout this course.

CNSG 571 Practicum: School Guidance Counselor (PreK-8) (3-9 credits)

Prerequisite: CNGC 529 and CNSG 523 and CNSG 570 and a practicum application approved by the Counseling Programs Committee
This variable credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a School Guidance Counselor (PreK-8) in Massachusetts. Students pursuing a license as a School Guidance Counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits; 20 hours per week/300 total hours = 6 credits; 30 hours per week/450 total hours = 9 credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

CNSG 580 Advanced Applied Counseling – School Guidance Counselor: Adolescent (6 credits)

Prerequisite: CNGC 510 and CNGC 528 and CNGC 535/ CNSG 524 (only CNSG 524 if admitted after 5/1/06) and CNGC 520 and a pre-practicum application approved by the Counseling Programs Committee

This course is designed to provide the advanced counseling student with an opportunity to further examine and effectively apply counseling theory to practice and demonstrate this ability during the required pre-practicum experience. Students will actively work with clients in the role of counselor under the direct supervision of a professional counselor at an approved site. Emphasis will be placed upon the application of counseling techniques to the adolescent population and the further refinement of a student's personal counseling style and self-awareness. Maximum use of triadic supervision, audio/video tape, role-play and observation will be made. Moreover, overarching issues such as multiculturalism, psychological development, technology and context, will be integrated throughout this course.

CNSG 581 Practicum: School Guidance Counselor (5-12) (3-9 credits)

Prerequisite: CNGC 529 and CNSG 523 and CNSG 580 and a practicum application approved by the Counseling Programs Committee
This variable credit fieldwork experience is for the advanced counseling graduate student who is seeking a license as a School Guidance Counselor (5-12) in Massachusetts. Students pursuing a license as a School Guidance Counselor must complete a minimum of 600 hours of fieldwork over at least two semesters at an educational site. Students may work 10-30 hours per 15 week semester and will register for 3 credits for each 150 hours of fieldwork they will complete that semester. For example, 10 hours per week/150 total hours = 3 credits. Students must attend a clinical seminar each semester they are involved in field experience. Students must submit an application by April for the fall semester internship or by November for the spring semester internship. This experience may be repeated up to four times for a total of 12 credits.

CNSG 605 Orientation to Capstone Experience (1 credit)

Prerequisite: Admission to CAGS in School Guidance Counseling Program

This orientation course provides students at the beginning of their CAGS program with the knowledge to begin work on the capstone portfolio which is completed at the end of their program. This two-part course is a capstone experience for graduating CAGS students in School Guidance Counseling to develop a portfolio that synthesizes and demonstrates mastery in the competencies critical to the functioning of the professional counselor. This orientation course is designed to produce a portfolio that crosses and integrates theoretical domains and experience with fabrics related to the effective practice of counseling. This eclectic portfolio will include various projects such as writing, research, technology, publications, presentations at conferences, or other similar professional activities.

CNSG 607 Capstone Experience (2 credits)

Prerequisite: Admission to CAGS in School Guidance Counseling Program and completion of all courses in the CAGS Program

This course is designed to actualize the student's original capstone plan in conjunction with coursework and experience that culminate in a portfolio. The course is a capstone experience for graduating CAGS students in the School Guidance Counseling program. The focus is to develop a portfolio that synthesizes and demonstrates mastery in the competencies critical to the functioning of the professional counselor. The capstone experience is designed to produce a portfolio that crosses and integrates theoretical domains and experience with fabrics related to the effective practice of counseling. This eclectic portfolio will include various projects such as: writing, research, technology, publications, presentations at conferences, or other similar professional activities.

CNSG 615 Legal and Ethical Issues for the School Guidance Counselor (3 credits)

This advanced level course will provide School Guidance Counselors with a comprehensive examination of pertinent ethical issues, standards, and laws. A brief overview of the judicial system – both federal and Massachusetts state policies – will be covered as they pertain to the work of School Guidance Counselors. Course topics will include: individual and institutional rights and responsibilities, communication privileges, malpractice liability, American Disability Act, due process, IDEA, standards of practice, and the ethical codes of the American School Guidance Association and the American Counselor Association.

Other Approved Courses:

- CNSG 531 Organization and Administration of Guidance Programs
- CNSG 564 Internship II: School Guidance Counselor (5-12)
- CNSG 572 Practicum II: School Guidance Counselor (PreK-8)
- CNSG 582 Practicum II: School Guidance Counselor (5-12)

COMMUNICATION DISORDERS (COMD)

COMD 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

COMD 220 Introduction to Communication Sciences and Disorders (3 credits)

An introduction to speech, language and hearing disorders in children and adults. Disorders of functional, structural and neurological etiologies will be discussed. *Either semester*

COMD 231 Sign Language I (3 credits)

History and development of manual communication and deaf culture in the United States. Focus on contact signing and American Sign Language through vocabulary development and beginning conversational skills. *Either semester*

COMD 232 Sign Language II (3 credits)

Prerequisite: COMD 231

A more advanced course in sign language with an emphasis on conversational skills through vocabulary and grammar development. Aspects of the deaf culture will be addressed. *Fall and spring*

COMD 281 Speech Anatomy and Physiology (3 credits)

Introduction to the study of the anatomy and physiology of systems involved in speech, language, and hearing, and their relationships to disorders of communication. *Fall semester*

COMD 282 Speech and Hearing Science (3 credits)

An introductory course as it relates to normal aspects of speech, hearing, and language. Physiological elements of speech production, speech acoustics, auditory physiology and the psychophysics of sound reception. *Spring semester*

COMD 290 Language Acquisition and Development (3 credits)

An overview of the normal language acquisition and development process though the life span. Emphasis on the years birth through school age. Theories of language development, rule systems of English, stage of language development, individual and cultural differences, prevention of language problems, and techniques for collecting and analyzing a language sample will be addressed. *Either semester*

COMD 294 Phonetics (3 credits)

Analysis and transcription of speech sound systems. *Spring semester*

COMD 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

COMD 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

COMD 312 Language Disorders in Children (3 credits)

Prerequisite: COMD 220, COMD 290

Etiology, diagnosis, evaluation, cultural differences, and treatment of language-impaired children. Clinical case material will be discussed and analyzed. Introduction to diagnostic tools and evaluations methodology. Basic theoretical constructs pertaining to the treatment of the language-impaired populations from birth through high school. *Spring semester*

COMD 313 Phonology and Articulation Disorders (3 credits)

Prerequisite: COMD 220, COMD 281 or COMD 282, COMD 294

This course is a study of normal and abnormal phonology and articulation. Including etiology, prevention, diagnosis, assessment, cultural differences, and treatment of phonology and articulation disorders. Use of distinctive feature theory, phonological process analysis, and traditional phonetic approaches will be covered. *Fall semester*

**COMD 325 Voice Disorders in Children and Adults
(3 credits)**

Prerequisite: COMD 220, COMD 281, COMD 282

An introduction to etiology, diagnosis, and remediation of voice disorders and associated pathological conditions. *Spring semester*

COMD 351 Introduction to Audiology (3 credits)

Prerequisite: COMD 281, COMD 282

An introduction to the science of hearing including: transmission and measurement of sound to the human ear; anatomy, physiology, and neurology of hearing mechanisms; related pathological conditions; screening and measurement of hearing; and audiogram interpretation. *Fall semester*

COMD 352 Clinical Audiology (3 credits)

Prerequisite: COMD 351

Study of the measurement of hearing including basic tests as well as tests used for differential diagnosis of auditory disorders. Two lecture periods and one two-hour laboratory period weekly. *Spring semester*

COMD 393 Aural Rehabilitation (3 credits)

Prerequisite: COMD 351 and COMD 352

Habilitation and rehabilitation for the hard of hearing including assessment and therapy procedures related to auditory training, speech reading, language therapy, and hearing aid training. Educational management and counseling strategies will also be addressed. *Fall semester*

COMD 399 Topical Studies (3 credits)

Variable contemporary topics in communication disorders. This course may be repeated for different topics. *Spring semester*

**COMD 440 Clinical Practicum: Audiology
(1-3 credits†)**

Prerequisite: COMD 352, a cumulative GPA of 2.75, a GPA of 2.75 in communication disorders courses, and consent of communication disorders faculty

This course provides clinical experience in audiology. Clinical hours obtained can be credited toward A.S.H.A. hours. Activities will include hearing screening and diagnostic testing in various settings. The course may be repeated once. *Either semester*

**COMD 451 Clinical Strategies in Communication
(3 credits†)**

Prerequisite: COMD 312, COMD 313, COMD 325, a cumulative GPA of 2.75 and a GPA of 2.75 in major and consent of the communications disorders faculty

The objective of this course is to introduce the student to intervention strategies and skills used in assessment of children and adults with communication disorders. It will be taken in the fall semester of the senior year by all students who elect the practicum track. Other Communication Disorders students may take it only with consent of the Communication Disorders faculty. *Fall semester*

**COMD 480 Clinical Procedures: An Overview
(3 credits†)**

Professional behavior, responsibilities, and ethics will be presented followed by an introduction to the clinical process. The need

for consideration of cultural diversity and treatment throughout the lifespan will be emphasized. Through completion of 25 observation hours, the students will have the opportunity to demonstrate integration of concepts presented throughout the communication disorders curriculum. *Either semester*

**COMD 490 Clinical Practicum: Speech Pathology
(1-6 credits)**

Prerequisite: COMD 312, COMD 313, COMD 325, a cumulative GPA of 2.75, a GPA of 2.75 in communication disorders courses, and consent of the communication disorders faculty

This is a clinical experience in speech pathology. Clinical hours obtained can be credited towards A.S.H.A. hours. Activities will be determined by student need, experience and academic preparation. Initially the student will register for one credit to be taken concurrently with COMD 451. May be repeated once.

**COMD 499 Directed Study in Communication
Disorders (1-3 credits)**

Prerequisite: consent of the department; formal application required. Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

Other Approved Courses:

- COMD 338-339 Honors Tutorial
- COMD 485 Honors Thesis
- COMD 502 Research
- COMD 503 Directed Study
- COMD 520 Pediatric Audiology
- COMD 540 Advanced Audiology
- COMD 543 Advanced Clinical Strategies
- COMD 552 Neurogenic Communication Disorders
- COMD 553 Language Disorders in Older Children
- COMD 554 Organic Communication Disorders in Children
- COMD 557 Fluency Disorders: Theory and Therapy
- COMD 558 Aphasia in Adults
- COMD 590 Nonverbal and Augmentative Communication Systems
- COMD 595 Advanced Assessment and Interpretation of Communication Disorders
- COMD 596 Graduate Clinical Practicum I: Speech Pathology
- COMD 597 Graduate Clinical Practicum II: Speech Pathology
- COMD 599 Topical Studies in Communication Disorders

**COMMUNICATION STUDIES
(COMM)**

†Note: From the one-credit cocurricular activities, COMM 110, THEA 140, THEA 155, and THEA 185, and from any and all cocurricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one credit cocurricular and Physical Education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted towards graduation.

†May be taken for graduate level credit

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

COMM 110 Forensics Practicum (1 credit)

Credit is given for sixty or more hours of intercollegiate debate and competitive speaking at intercollegiate tournaments. Maximum of 3 credit hours to be used toward a major or minor in Communication Studies. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

COMM 130 Human Communication Skills (3 credits)

This course is designed to foster competence and improve performance in all areas of communication. Through participative learning, the student will demonstrate those skills necessary to communicate effectively in interpersonal, group and public communication situations. *Either semester (CSPK)*

COMM 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Communication Studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *COMM 135 fall semester, COMM 136 spring semester*

COMM 150 Practicum in Communication Media (1 credit)

This course provides students with a faculty supervised applied learning experience in connection with electronic media on campus. A minimum of 60 clock hours of work is required. This course may be taken no more than two times for credit within the major. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

COMM 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

COMM 210 Voice and Diction (3 credits)

Analysis of each student's habits of respiration, phonation, and articulation; exercises designed to correct poor habits. Physics and physiology of the vocal mechanism. Training in perception, differentiation and production of the standard sounds of good American speech. *Either semester*

COMM 212 Announcing (3 credits)

Prerequisite: COMM 210

For students interested in broadcasting careers in radio and television. Key areas include radio and television announcing, interviewing techniques, narration and talk programs, sports and newscasting. *Either semester*

COMM 214 Radio Production (3 credits)

Audio theory, programming and production, station management, and relation of radio to record industry, working as a member of a production team in writing, producing and editing on-air production.

COMM 215 Television Studio Production (Television Production I) (3 credits)

Learn equipment, direct live or live on tape, edit, cue audio and video. Team production of news, talk shows.

COMM 220 Introduction to Mass Communication (3 credits)

This course provides a review of the historical development of mass communication and the current status of the industry. It includes an examination of the daily operations of print communication and broadcast communication industries and a brief consideration of career opportunities. *Either semester*

COMM 225 Film as Communication (3 credits)

Prerequisite: COMM 220

This course is a survey of the development of the motion picture as a mass medium of communication, with an emphasis on films and practices of the popular American cinema. The course introduces students to ways in which to understand and analyze film as a form of communication. The course instructs students to analyze mise en scene elements (i.e. script construction, staging, lighting, sound and music, framing, editing techniques, special effects and the impact of digital technologies) and how these impact narrative framing and viewer understandings and responses. *Every semester*

COMM 230 Introduction to Communication (3 credits)

Prerequisite: COMM 130 or consent of the instructor

Historical overview of main figures and schools of thought in communication from classical times to present. Application of the traditional concepts to contemporary areas, e.g. interpersonal, small group and public communication. Emphasis on the importance of communication to the development of self, knowing and society. *Either semester*

COMM 240 Introduction to Journalism (3 credits)

Prerequisite: ENGL 101 and ENGL 102

Introduction to Journalism is designed to acquaint students with news decision-making newsroom operations, reporting, writing, editing, and Associated Press style guidelines. The course is laboratory-based and has substantial reporting, writing, and editing assignments.

COMM 250 Public Speaking (3 credits)

Study, evaluation and analysis of speech preparation with frequent practice of various speech types. Informative, persuasive and special occasion topics emphasized. *Either semester*

COMM 260 Group Communication and Decision Making (3 credits)

Extends theoretical knowledge of small group behavior. Stress will be on implementation of theories in such areas as leadership, roles of group members, conflict management, reasoning, argument and problem solving. *Either semester*

COMM 270 Interpersonal Communication (3 credits)

The description and analysis of interpersonal interaction and human relationships as they occur in everyday settings. *Either semester*

COMM 280 Developing Creativity (3 credits)

The purpose of this course is to increase the degree to which students recognize and nurture their creative potential, especially in sensing and meeting problems and challenges in all aspects of their academic and personal lives. *Either semester*

COMM 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Communication Studies allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *COMM 286 fall semester, COMM 287 spring semester*

COMM 288 Communication Colloquium (1 credit)

Prerequisite: COMM 130

This course offers an introduction to a communication studies topic. Topics vary from semester to semester. This course is repeatable for different topics up to 3 credits.

COMM 290 Beginning Videography (3 credits)

Prerequisite: COMM 215

This course is a study of the styles and techniques of video production. Students work with the different elements of video production such as camera, sound, editing and script. *Offered once a year*

COMM 291 Video Editing (3 credits)

Prerequisite: COMM 215

This course teaches video editing, focusing on postproduction skills and techniques, specifically how to shoot video with attention to the process, rhythm and continuity, target audience and how to input meaning through production codes. Students will learn to edit on analogue and digital systems, to cut existing video, and to organize video they have shot according to a variety of editing styles.

COMM 295 Communications Studies Research (3 credits)

Prerequisite: COMM 130, COMM 220 and COMM 230

This course provides an introduction to communication research, methods, and writing style

COMM 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

COMM 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

COMM 300 Television, Minorities and Cultural Diversity (3 credits)

Roles and images of Blacks and other minorities as portrayed in radio and television. Also examines economic and aesthetic participation of minorities in programming decisions, reflecting ethnic and multicultural dimensions of programming. *Once a year*

COMM 301 Introduction to Public Relations (3 credits)

Prerequisite: COMM 130

This course provides the student with a knowledge of the history, goals, objectives and skills associated with public relations. It offers students an opportunity to utilize acquired communication skills in a specific career area as well as giving students the opportunity to acquire writing, reasoning, listening, speaking and other skills required in public relations work. Case study analysis and hands-on applications are primary teaching/learning methodologies. *Either semester*

COMM 303 Introduction to Organizational Communication (3 credits)

Prerequisite: COMM 130 and COMM 230

Analysis of communication problems in modern complex organizations, theory and practice. *Spring semester*

COMM 305 Advanced Forensics Laboratory (3 credits)

Prerequisite: COMM 110 or consent of the instructor

After advanced individual work in speech composition and delivery, the student will be required to prepare a variety of speech types for intercollegiate competition. *Fall semester*

COMM 310 Film History: Western Cinema (3 credits)

Prerequisite: COMM 225 or consent of the instructor

This survey course explores the historical, cultural, and artistic development of the American and European fiction film industries through the study of topics such as film movements (Italian Neorealism), industrial practices (the blockbuster), and screen giants (Orson Wells). The course combines weekly full-length feature viewings with lectures, group discussions, and written assignments. *Offered once yearly*

COMM 312 Writing for Public Relations (3 credits)

Prerequisite: COMM 301

This course will offer the student writing experience in various forms of public relations including writing assignments that would be typical in both nonprofit and business organizations. Included are press releases, brochures, newsletters, feature stories and speeches. The computer is the essential technology for this course. *Either semester*

COMM 320 Mass Communication in Society (3 credits)

Prerequisite: COMM 220 or equivalent

This course reviews theory and research in the field of mass communication. Special attention will be paid to the evolution of the concept of the mass audience and current concerns about the effects of media content on individuals and society. *Fall semester*

COMM 325 Broadcast Newswriting (3 credits)

Prerequisite: ENGL 280

This course offers instruction in the writing of news and public affairs copy for radio and television. News gathering and writing assignments will be given weekly.

COMM 330 Business and Professional Communication (3 credits)

Increases levels of competence in negotiating, interviewing, evaluating, leading and presentational skills. This course stresses abilities needed to attain cooperation and exert influence in corporate and public sector work environments. *Either semester*

COMM 335 News and Politics (3 credits)

Prerequisite: COMM 220

Develop an understanding of political, social, cultural events as they affect print and electronic journalism. *Once a year*

COMM 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students, consent of the department

Special topics in speech communication. Three hourly meetings weekly. *COMM 338 Fall semester, COMM 339 Spring semester*

COMM 340 Communication in the Family (3 credits)

Prerequisite: COMM 130

This course examines family interaction patterns and ways in which family members communicate, make decisions, and settle conflict. Students examine portrayals of families in media and film in order to compare these images to scholarly research in communication studies. Course work focuses on an analysis of communication behaviors and activities of family members as these contribute to the development and maintenance of family relationships and systems.

COMM 341 Public Relations Case Studies (3 credits)

Prerequisite: COMM 301

This course addresses crucial dimensions of strategic planning and implementation of public relation programs and campaigns. Focus will be on managerial decision-making role, strategies of communication selected, and the evaluation of the PR campaigns. Cases will be from business, government and the non-profit sector. *Every other semester*

COMM 343 Nonverbal Communication (3 credits)

Prerequisite: COMM 130, COMM 250 and COMM 260

This course is designed to provide the student with theoretical knowledge and practical analytical application of the field of nonverbal communication and its importance in the field of communication.

COMM 345 Writing for Radio and Television (3 credits)

Prerequisite: ENGL 280, COMM 215 and COMM 325

Course includes sports, documentaries, interviews, commercials, PSAs, and/or comedy. Requires knowledge of production elements used in radio and television.

COMM/INTD/PSYC 349 Perspectives on the Holocaust (3 credits)

Prerequisite: COMM 130 and PSYC 100

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. *Offered once each year*

COMM 350 Documentary Film (3 credits)

The course will examine the varying ways in which documentary film can illuminate the human condition or explore critical cultural issues facing society. Students will view several different styles of documentary and analyze the effectiveness of filmmakers' techniques and choices. Films studied may include works by Flaherty, Grierson, Lorentz, Riefenstahl, and Wiseman.

COMM 355 Images of Gender in Mass Media (3 credits)

Prerequisite: COMM 220

This course considers images of men and women in contemporary mass media forms, including film, television and magazines. Students will learn to think about media images as products of social values and as consumer commodities, analyzing how

gender is socially constructed via body type, social roles, subcultures, and consumer values, among other things. Students will also consider how images affect the way we construct our selves and our lives.

COMM 356 International Study in Communication (3 credits)

Prerequisite: Application through the International Programs Office
This short-term international study course offers students first-hand exposure and interaction with foreign culture, customs, and patterns of communication. Each faculty-led course includes pre-departure orientation sessions, lessons, and activities at an international destination. Instruction will be in English. Course destinations and topics will vary. Contact the Communication Studies Department or the International Programs Office for current study course details. Students may enroll more than once for different destinations and topics.*

COMM 360 Argumentation and Advocacy (3 credits)

The theory and practice of argument in various fields, including debate, public address, and interpersonal communication will be explored.

COMM 365 Introduction to Intercultural Communication (3 credits)

Introduction to Intercultural Communication is a course designed to acquaint students with the factors which affect interpersonal relationships among people of differing cultural backgrounds. Foreign as well as native-born persons are encouraged to take the course. Course objectives are to enable students to become more sensitive to and tolerant of values and ideas expressed by others. *Spring semester (CSOC; CMCL)*

COMM 370 Screenwriting (3 credits)

Prerequisite: COMM 215 or COMM 290 or consent of instructor
This course introduces students to the theory, craft, and business of film writing. This course introduces students to the theory, craft, and business of film writing. Using a mixture of screenwriting texts, video and Internet assignments, and individual and group activities, students will become familiar with key screenwriting concepts such as character development and three-act structure. No prior screenwriting experience is required, but a desire to think creatively and learn a craft through writing and revision is a must. *Offered every other year*

COMM 380 Broadcast Station Administration (3 credits)

Teaches students the fundamentals of radio and television programming and management. Programming for both public and commercial stations. The problems of station management will be covered including regulations, personnel, sales, economics, program sources, grant writing, ratings and research. Provides students with comprehensive assessment of the broadcast management experience.

COMM 390 Television Direction I (3 credits)

Prerequisite: COMM 215 or COMM 290; and COMM 345
This course will work with the elements of television: lighting, composition, use of camera, movement, sound, working with talent, format and genres. *Fall semester*

COMM 391 Public Relations Practicum (3 credits)

Prerequisite: COMM 301

This course is designed to provide students with the opportunity to integrate their communication skills through supervised application of these skills in a public relations setting. Using a 30 hour required field experience as a focal point, students will utilize research, organizational thinking, writing and speaking skills throughout the semester. *Either semester*

COMM 395 Communication Theory (3 credits)

Prerequisite: COMM 130, COMM 230 and COMM 295

Focus on contemporary perspectives vital to understanding and critiquing communication, public communication, and rhetoric. *Either semester*

COMM 396 Mass Communication Theory and Research (3 credits)

Prerequisite: COMM 220, COMM 295

Historical-critical look at various theories of mass communication. May include past and present media research theory and techniques, including focus groups, rating systems, UPC codes and public opinion polling. *Either semester*

COMM 397 Cyber Culture and Digital Media (3 credits)

Prerequisite: COMM 220

This course examines the Internet and related digital and new-media technologies as communication within a range of economic, political, and cultural contexts. The core of this investigation focuses on the ways in which digital media offer innovative channels for humans to share messages and make meaning, with emphasis on the interrelated issues of access (digital divide) and the increasingly global nature of digital communication (globalization). Through a variety of online and in-class individual and group exercises, students will learn and use basic Internet and new media skills, and develop critical-thinking skills while exploring new media environments.

COMM 399 Topical Studies (3 credits)

Prerequisite: Dependent on topic

Variable contemporary topics in communication. This course may be repeated for different topics. *Either semester*

COMM 402 Interpersonal Conflict Resolution (3 credits†)

Prerequisite: COMM 270 or consent of the instructor

This course introduces the theory, research and practice associated with interpersonal conflict resolution. Students seeking careers in public relations, sales, business, organizational development and advocacy will benefit from this analysis of communication processes. *Fall semester*

COMM 415 Advanced TV Production (3 credits†)

Prerequisite: COMM 215 and COMM 290

This course will give students television production experience. Topics will include scripting, budgeting, pre- and post-production protocols, copyright and legal issues, studio and field production considerations, aesthetic issues, and editing. The course will culminate in a 25-30 minute television project produced and directed by the student for his/her portfolio.

†May be taken for graduate level credit.

*Additional fee required.

COMM 426 Critical Perspectives on Mass Communication (3 credits†)

Prerequisite: COMM 320

This course focuses on theories of mass communication used for critiquing the major forms of mass media around the world. The theories include dramatism, semiotics, Marxist view, popular culture and rhetorical analysis.

COMM 430 Topics in Film (3 credits)

Prerequisite: Consent of instructor

This course offers the basics of film study and analysis in dominant and avant garde cinema. It exposes students to a diverse range of subject matter to provide a familiarity with aspects of a particular film style, movement, culture, media and/or film technology. Topics include but are not limited to: various international directors, postmodernism, Francophone, Soviet, Swedish, and Scandinavian, satire and parody, film noir, and other genres and auteur. The course may be repeated for different topics.

COMM 450 Persuasion (3 credits†)

Prerequisite: COMM 295 and COMM 395

This course will examine persuasion as a tool for modifying the beliefs, attitudes and behaviors of others. Applications of persuasion to the fields of communication and mass communication including advertising, public relations, marketing, programming, and station management, as well as the social and political dimensions of democracy. *Offered once a year*

COMM 462 Patterns of International Communication (3 credits†)

Prerequisite: COMM 130 and COMM 395 and COMM 320 or consent of the instructor

A study of communication systems throughout the world. Students will focus on media as it functions within a variety of political systems. *Spring semester*

COMM 470 Organizational Communication: Events Planning (3 credits)

Prerequisite: COMM 303

In this class, students will analyze ways in which organizations communicate their image and message through events and promotions. Students will learn advanced organizational communication theory as it relates to events planning and will gain significant practice in planning, critiquing, and analyzing events through case studies and attendance at actual events. Students will apply the theory to a practical, on-campus experience. The course will be taught using lecture, online assignments, class discussion, and out-of-class project assignments.

COMM 472 Communication Training and Development (3 credits†)

Prerequisite: COMM 130 and two of the following: COMM 250, COMM 260, COMM 270

In this course, students will learn the theory of Communication Training and Development, and learn how to apply that theory in specific interpersonal, group, public and organizational contexts. *Once a year*

COMM 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

COMM 495 Communication Studies Seminar (3 credits)

Prerequisite: COMM 295 and COMM 395

This seminar will pursue in depth certain themes and topics in the area of the communication studies. *Either semester (CWRM)*

COMM 496 Seminar in Mass Communication (3 credits†)

Prerequisite: COMM 295 and COMM 396

This seminar will pursue in depth certain themes and topics in the area of Mass Communication. *Either semester (CWRM)*

COMM 497 Communication in the Classroom (1-3 credits†)

Prerequisite: Matriculation into an education program

This course is designed to provide a student majoring in any education program with practical skills and knowledge associated with communication in the classroom, school and community.

COMM 498 Internship in Communication (3-12 credits)

Prerequisite: Consent of the department, formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Limited to 3-12 credits unless special circumstances at the work site require more involvement. Only 3 credits may be applied to the major elective requirement. Graded on a (P) Pass/ (N) No Pass basis. *Either semester*

COMM 499 Directed Study in Communication (1-3 credits)

Prerequisite: Consent of the department, formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

Other Approved Courses:

COMM 352 Advanced Group Communication and Leadership

COMM 375 Broadcast Programming

COMM 420 Mass Communication Rules and Regulations

COMM 502 Research

COMM 503 Directed Study

COMM 504 Communication Skills Overview

COMM 505 Communication Theories Overview

COMM 506 Communication Research Methods Overview

COMM 507 Communication Studies Education: Teaching Human Communication Courses in the College and University

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

COMM 508 Classical and Medieval Rhetoric
COMM 511 Laboratory in Interpersonal Communication
COMM 512 Public Communication
COMM 513 Laboratory in Small Group Communication
COMM 514 Coaching and Directing Forensics
COMM 515 Male/Female Communication
COMM 516 Seminar in Intercultural Communication
COMM 520 Group Leadership
COMM 525 Seminar in Mass Communication
COMM 530 Problems in Organization Communication:
Diagnosis and Treatment
COMM 535 Seminar in Communication Theory
COMM 540 Scholarship and Criticism in Communication
Studies

COMPUTER SCIENCE (COMF, COMP)

COMP 100 Programming in BASIC (3 credits)

Problem solving. Principles of computer programming taught with the aid of the BASIC language. Topics to include the LET, INPUT, READ, IF and FOR statements; arrays; numerical and string functions; other topics as time allows.

COMP 101 Computer Science I (3 credits)

A first course in programming. Introductory concepts of computer organization. Problem solving methods and algorithmic development stressing good programming style and documentation including top down and modular design. This course emphasizes problem solving with programming exercises run on the computer. *Either semester*

COMP 102 Computer Science II (3 credits)

Prerequisite: COMP 101

Advanced programming techniques. Introduction to basic aspects of recursion. In core search and sort methods, simple data structures, subroutines and parameters and algorithmic analysis. Techniques of algorithmic development and programming will be stressed. The emphasis on good programming style and documentation begun in COMP 101 will be continued. *Either semester*

COMP 105 Computers and Their Applications: An Introduction (3 credits)

The goal of this course is to provide a student with no previous computer experience the opportunity to become computer literate. The course consists of equal parts of textbook/lecture learning and hands on experience with software such as an operating system, a spreadsheet, a word processor, presentation graphics and internet services including electronic mail. The course is especially recommended for the new PC user but does not fulfill any requirements of the computer science major.

COMP 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Computer Science allow exceptionally able students to explore a challenging topic in small

classes under close faculty supervision. Colloquia meet once a week for 50 minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *COMP 135 fall semester, COMP 136 spring semester*

COMP 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

COMP 201 Assembly Language Programming (3 credits)

Prerequisite: COMP 102

A basic course in machine-level programming. Number systems and data representation; arithmetic and logical instructions, indexing, I/O, subroutines; structure and modularity of programs and data at the machine level. Macro definition, recursion. This course will emphasize programming in assembly language. *Fall semester*

COMP 203 Programming and Computer Algebra (3 credits)

Prerequisite: MATH 151 or MATH 141 which may be taken concurrently

Note: A mathematics or computer science major who has successfully completed COMP 101 may not take this course for credit.

The student will solve problems by writing computer programs that include input, output, and control structures (sequence, selection, repetition). In addition, the student will learn and use some of the tools of a computer algebra system, and do programming in the system.

COMP 206 Introduction to Computer Organization (3 credits)

Prerequisite: COMP 201

Organization and structure of the major hardware components of computers. Mechanics of information transfer and control within a digital computer system. Fundamentals of logic design. The major emphasis of the course concerns the functions of and communication between the large scale components of a computer system, including properties of I/O devices, controllers, and interrupts. *Spring semester*

COMP 210 COBOL I (3 credits)

Prerequisite: Knowledge of at least one programming language

The elements of structured COBOL programming. Topics from the following: arithmetic operation statements, report editing, heading lines, comparisons, complex and nested IF statements, single and multiple level control break processing with group

indication, one-dimension table processing — subscript, index, table search. *Fall semester*

COMP 211 COBOL II (3 credits)

Prerequisite: COMP 210

Continuation of topics of structured COBOL programming. Topics from the following: multi-level tables, subprograms, input editing, report writer facility, the sort facility, sequential files, indexed sequential files, and relative files. Creation and file update for sequential and indexed sequential files. *Spring semester*

COMP 220 Topics in Programming Languages (3 credits)

Prerequisite: COMP 102 or equivalent

This course provides an introduction to different programming languages such as Java and Smalltalk. It is intended as a course for students who have previously programmed but want to explore different programming languages. This course may be repeated for credit with different language topics. It does not count as a departmental elective for computer science majors.

COMP 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Computer Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *COMP 286 Fall semester, COMP 287 Spring semester*

COMP 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

COMP 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic

courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

COMP 330 Data Structures and Algorithms (3 credits)

Prerequisite: COMP 102

Static, semistatic, and dynamic data structures. Techniques for the analysis and design of efficient algorithms which act on data structures. Topics will include arrays, records, stacks, queues, dequeues, linked lists, trees, graphs, sorting and searching algorithms, algorithms for insertion and deletion and the analysis and comparison of algorithms. *Spring semester*

COMP 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students and consent of the department

Special topics in Computer Science. Three hourly meetings weekly. *COMP 338 Fall semester, COMP 339 Spring semester*

COMP 340 Organization of Programming Languages (3 credits)

Prerequisite: COMP 201, MATH 130, COMP 330

An introduction to the structure of programming languages. Formal specification of syntax and semantics; structure of algorithmic, list processing, string manipulation, data description, and simulation languages; basic data types, operations, statement types, and program structure; run-time representation of program and data. Particular emphasis placed on block-structured languages (ALGOL-68, Pascal, Ada, C) and interpreted languages (APL, LISP, SNOBOL). Programming assignments made in several languages. *Spring semester*

COMP 345 Compiler Construction (3 credits)

Prerequisite: COMP 330, COMP 340

Compiler structure; lexiysis, syntax analysis, granumars, description of programming language, automatically constructed recognizers, and error recovery; semantic analysis, semantic languages, semantic processes, optimization techniques, and extendible compilers. Students will write a sample compiler.

COMP 350 Operating Systems (3 credits)

Prerequisite: COMP 206, COMP 330

Discussion of the organization and structure of operating systems for various modes of computer use from simple batch systems to time-sharing/multiprocessing systems. Topics include concurrent processing, memory management, deadlock, file systems, scheduling, etc. Programming assignments made in a high-level language with concurrent processing feature. *Fall semester*

COMP 395 Computer Science Seminar (3 credits)

Prerequisite: A minimum of 24 approved hours in computer science and consent of the department

Interdisciplinary uses of computers. Problems arising through the increasing use of computers in our society. Seminar will be project oriented and students will present their work to the class for discussion and criticism.

COMP 399 Topics in Theoretical Computer Science (3 credits)

Prerequisite: Consent of the instructor

Topics to be selected from: artificial intelligence, automata theory, computational complexity theory, mathematical linguistics, programming language theory and other theoretical computer science topics. This course may be repeated for credit with different topics.

COMP 405 Introduction to Database Systems (3 credits†)

Prerequisite: MATH 130, COMP 330

Physical data organization. The hierarchical, network, and relational data models. Design theory for relational database; data dependencies, normal forms and preventing loss of information. Query optimization. Integrity and security of data bases. Students implement applications on a relational data base system.

COMP 410 Database Applications (3 credits†)

The role of a database in an MIS environment is studied. Team analysis and implementation of a database project will be a major course component. This course does not fulfill computer science major requirements.

COMP 425 Social and Professional Issues in Computing (1 credit)

Prerequisite: COMP 330; restricted to senior status in computer science

This course introduces the social, ethical, and legal implications of living and working in an information technology society. Discussions will focus on responsibility, liability, and accountability to allow students to view ethical decision making as a critical part of understanding the computing world.

COMP 427 Internet Programming (3 credits)

Prerequisite: COMP 340

This is an introductory course on Internet programming. Students in the course will learn about the Internet and its fundamental request-response paradigm. Topics to be covered include fundamentals of the Web, client/server architectures, Internet protocols and programming.

COMP 430 Computer Networks (3 credits†)

Prerequisite: COMP 330

Introduction to data transmission, digital multiplexing, and data switching, characteristics of transmission media, terminals, modems and communication processes; design of error control, line control, and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks.

COMP 435 Analysis of Algorithms (3 credits†)

Prerequisite: COMP 330

General overview of algorithms. Algorithmic techniques needed in problem solving. Relative efficiency of algorithms. Topics will include efficient algorithms for data manipulation, graphical analysis, rapid evaluation of algebraic functions and matrix operations, and $N \log N$ bound in sorting algorithms.

COMP 436 Computer Graphics (3 credits†)

Prerequisite: COMP 330; and either MATH 120 or MATH 202

This course includes an introduction to hardware, algorithms, and software of computer graphics. Topics include line generators, affine transformations, line and polygon clipping, splines, interactive techniques, menus, orthographic and perspective projections, solid modeling, hidden surface removal, lighting models and shading.

COMP 437 Simulation and Game Design (3 credits)

Prerequisite: COMP 436

This course introduces techniques used to design and implement computer games. Topics include a historic overview of computer games, the preparation of game documents, and the use of a game engine, modeling software, and terrain generator. A game will be designed and implemented in a team environment.

COMP 442 Object-Oriented Software Engineering (3 credits†)

Prerequisite: COMP 330

A project course in the development of a large-scale software system using OO methodologies. The primary process involves discovering classes and objects which model both the application domain and the solution space, identifying the semantics of these classes and objects and establishing relationships among them, and implementing the classes and objects using appropriate data structures and algorithms. This primary process is controlled by a well-defined development framework with the following steps: (1) establishing core requirements, (2) providing a model of the system's behavior, (3) creating an architecture for the implementation, (4) evolving the implementation through successive iterations, and (5) maintaining the system.

COMP/MATH 445 Logic Programming (3 credits†)

Prerequisite: Junior or senior mathematics or computer science major or equivalent background, and consent of the department

The study of propositional and first order predicate logic from an axiomatic point of view. Algorithmic methods of theorem proving will be emphasized.

COMP/MATH 460 Introduction to Robotics (3 credits†)

Prerequisite: COMP 102 and either MATH 152 or MATH 142, and MATH 202 or MATH 120

An introduction to the theory of the motion of robot manipulators. The mathematics, programming and control of manipulators will be emphasized. Also examined will be issues of sensing and planning.

COMP 470 Introduction to Artificial Intelligence (3 credits†)

Prerequisite: 24 credits in approved computer science courses for computer science majors

This course introduces students to the basic concepts and tech-

†May be taken for graduate level credit.

niques of artificial intelligence. Emphasis is given to representation and the associated data structures. Students will also be introduced to an AI language such as LISP.

COMP 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

COMP 498 Internship in Computer Science (3 credits)

Prerequisite: A minimum of 24 approved hours in computer science and consent of the department; formal application required

Students will work for an employer in the computer science field for a minimum of 10 hours/week during one full semester. A member of the department will serve as adviser and evaluator of all work projects. This course can be taken only once for credit. Graded on a (P) Pass/(N) No Pass basis.

COMP 499 Directed Study in Computer Science (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

COMP 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

COMP 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

COMP 510 Topics in Programming Languages (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course investigates programming language development from designer's, user's and implementer's point of view. Topics include formal syntax and semantics, language system, extensible languages, and control structures. There is also a survey of intralanguage features, covering ALGOL-60, ALGOL-68, Ada, Pascal, LISP, SNOBOL-4 APL, SIMULA-67, CLU, MODULA, and others.

COMP 520 Operating Systems Principles (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course examines design principles such as optimal scheduling; file systems, system integrity and security, as well as the mathematical analysis of selected aspects of operating system design. Includes: queuing theory, disk scheduling, storage management and the working set model. Design and implementation of an operating system nucleus is also studied.

COMP 525 Design and Construction of Compilers (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

Topics include lexical and syntactic analysis; code generation; error detection and correction; optimization techniques; models of code generators; incremental and interactive compiling. Students design and implement a compiler.

COMP 530 Software Engineering (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

Topics include construction of reliable software, software tools, software testing methodologies, structured design, structured programming, software characteristics and quality and formal proofs of program correctness. Chief programmer teams and structure walk-throughs will be employed.

COMP 536 Graphics (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course examines typical graphics systems, both hardware and software. Topics include design of low level software support for raster and vector displays, three-dimensional surface and solids modeling, hidden line and hidden surface algorithms. Shading, shadowing, reflection, refraction, and surface texturing.

COMP 540 Automata, Computability, and Formal Languages (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

Topics include finite automata and regular languages, context-free languages, Turing machines and their variants, partial recursive functions and grammars, Church's thesis, undecidable problems, complexity of algorithms, and completeness.

COMP 545 Analysis of Algorithms (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course deals with techniques in the analysis of algorithms. Topics to be chosen from among the following: dynamic programming, search and traverse techniques, backtracking, numerical techniques, NP-hard and NP-complete problems, approximation algorithms, and other topics in the analysis and design of algorithms.

COMP 550 Topics in Discrete Mathematics (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

Topics include context-free languages, graph theory, combinatorics, optimization theory, linear programming, error correcting codes.

COMP 560 Artificial Intelligence (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course is an introduction to LISP or another AI programming language. Topics are chosen from pattern recognition, theorem proving, learning, cognitive science, and vision. It also presents introduction to the basic techniques of AI such as: heuristic search, semantic nets, production systems, frames, planning, and other AI topics.

COMP 562 Expert Systems (3 credits)

Prerequisite: COMP 560

Architectures currently used in building expert systems are studied. The main current systems are surveyed along with expert system environments and tools.

COMP 565 Logic Programming (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course is an introduction to first order predicate logic as a problem-solving tool. Logic programming languages such as PROLOG are studied along with applications of logic programming to mathematics fields, natural language processing, and law.

COMP 570 Robotics (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This is a project-oriented course in robotics. Topics are chosen from manipulator motion and control, motion planning, legged-motion, vision, touch sensing, grasping, programming languages for robots, automated factory design.

COMP 575 Natural Language Processing (3 credits)

Prerequisite: COMP 560

This is an historical survey of question-answering systems. Topics include analysis and computational representation of syntactic and semantic structures for artificial intelligence application using English; current text systems; simulation of brief systems and other aspects of cognition; use of natural language systems; generation of text or speech.

COMP 580 Database Systems (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

Topics include relational, hierarchical and network data models; design theory for relational databases and query optimization; classification of data models, data languages; concurrency, integrity, privacy; modeling and measurement of access strategies; dedicated processors, information retrieval, real time applications.

COMP 582 Distributed Database Systems (3 credits)

Prerequisite: COMP 580

The problems inherent in distributed data bases on a network of computer systems are studied including file allocation, directory systems, deadlock detection and prevention, synchronization, query optimization, and fault tolerance.

COMP 590 Computer Architecture (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course is an introduction to the internal structure of digital computers including design of gates, flip-flops, registers and memories to perform operations on numerical and other data represented in binary form; computer system analysis and design; organizational dependence on computations to be performed; theoretical aspects of parallel and pipeline computation.

COMP 594 Computer Networks (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

This course is an introduction to data transmission, digital multiplexing, and data switching. Topics include characteristics of transmission media, terminals, modems, and communication processes; design of error control, line control, and information flow control procedures; study of message and packet switching networks; protocols and software in packet switching systems; and modeling techniques for networks.

COMP 596 Topics in Computer Science (3 credits)

Prerequisite: Admission to the MS program in Computer Science or consent of the instructor

Topics are chosen from program verification, formal semantics, formal language theory, concurrent programming, complexity or algorithms, programming language theory, graphics, and other computer science topics. This course may be repeated for credit with different topics.

COMP 599 Computer Science Seminar (3 credits)

Prerequisite: Minimum of 12 credits in 500-level science course work
A project oriented seminar in computer science. Projects will be individually assigned.

Other Approved Courses:

COMF 510 Computer Software Foundations
COMF 520 Computer Systems Foundations
COMF 530 Computer Theory Foundations

CRIMINAL JUSTICE (CRJU)

CRJU 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

CRJU 201 Introduction to Criminal Justice (3 credits)

This course provides an overview of the American criminal justice system, including the development and structure of the system. It surveys the roles and relationships among the key actors in the system, including police, courts, juries, prosecutors, and corrections agencies and institutions. The course also

examines the relations between society, crime, and the criminal justice system. *Offered both semesters*

CRJU 213 The Juvenile Justice System (3 credits)

The primary focus of this course is to understand the purpose, organization, and function of the juvenile justice system. This course also examines the evolution of the juvenile justice system—its philosophy, aims, objectives, and dilemmas.

CRJU 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; *Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.*

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

CRJU 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

CRJU/SOCI 310 Women and Crime (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor
This course examines women and crime from sociological and criminological perspectives. The course will cover a wide variety of topics related to women and crime, including crimes against women, crimes perpetrated by women, women in prison and women as criminal justice system officials. The course will closely examine violent crimes against women including rape, murder and battering. It will also focus on battered women who kill their attackers. Other important topics include feminist criticisms of mainstream criminology and the emergence of feminist theories in criminology. *Fall semester*

CRJU/SOCI 323 Comparative Legal Systems in a Global Context (3 credits)

Prerequisite: CRJU 201

This course provides students with an understanding of the fundamental principles and practices of non-U.S. legal systems. The course will assess historical legacies, along with origins of law and the development of key legal institutions. The intent is to foster greater comprehension of different legal systems in an interdependent world. The course will begin by examining legal systems with Western qualities, followed by an examination of legal systems not constructed on Western suppositions. Comparisons will be cross-national, and will be informed by increased knowledge of non-U.S. legal systems. *Offered alternate years, fall semester*

CRJU 324 Law, Justice and Society (3 credits)

Prerequisite: CRJU 201 or SOCI 102

This course explores the relationship between the social forces (economic, demographic, political, religious, and technological) that shape legal systems, and the way that legal systems, in turn, shape social reality. Classical and contemporary sociological theories will be examined as to their usefulness in understanding the relationships between law, justice, and society. Particular attention will be given to issues of social control, legitimacy, deviance, justice, the workings of the legal profession, and how public truth is constructed. *Offered alternate years, spring semester*

CRJU 325 Political Theory and the Justice System (3 credits)

Prerequisite: CRJU 201

This course focuses on the dynamics of political forces and the role they play in the management of crime and justice in the United States. Political theories and perspectives are examined, compared, and contrasted within the context of justice system practices, policies, and outcomes. *Alternate years*

CRJU/SOCI 327 Deviance and Social Control (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. *Every semester*

CRJU 331 Police, Community and Society (3 credits)

Prerequisite: CRJU 201 or SOCI 102 or SOCI 103

This course examines the current issues and themes relating to the police and their role in communities and in society. Topics covered will include the organizational structure of police departments, police problems and issues affecting society at large, new theories of the effects of policing on crime, and the effectiveness of community policing. *Offered both semesters*

CRJU 332 History of Policing in America (3 credits)

This course examines the historical development of policing in the United States and the relationship between past police practices and their modern counterparts, (i.e. organization structures, police subculture issues, and police-community relations). By examining the history of policing and how it functioned, students will develop a more informed perspective regarding this vital component of the criminal justice system. *Alternate years*

CRJU/SOCI 334 White Collar Crime (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor
Broadening the definition of crime, this course will study the behavioral systems involved in the commission of white collar crimes in complex structures, such as government bureaucracies, multinational corporations, and underground systems. The modern institutional factors—political and social—permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined.
Spring semester

CRJU 335 Criminal Law and the Courts (3 credits)

Prerequisite: CRJU 201
This course examines the development of American criminal law as well as its purposes, functions and effects. Key principles for determining criminal liability, and limits of liability, in the form of mitigating elements of justification and excuse, are studied. The course explains precepts to crimes such as homicide, sexual assault, drugs and crimes against property, public order and morals. *Offered once yearly*

CRJU/SOCI 339 Violence, Guns, and Society (3 credits)

Prerequisite: SOCI 102 or SOCI 290; or consent of instructor
This course focuses on guns and lethal violence in society. Drawing on both criminal justice and sociological theory and research, it examines the causes and consequences of lethal violence with special attention to the role of firearms. Topics covered include the definitions and causes of violence, the extent to which guns intensify violence, guns and lethal violence, in comparative perspective, the American gun culture, the Second Amendment, the politics of gun control, the legal regulation of guns, the relationships between gun prevalence and gun violence, and the costs of gun violence. *Offered alternate years, fall semester*

CRJU 346 Criminal Procedure (3 credits)

Prerequisite: CRJU 201
This course offers a comprehensive view of the historical development of criminal procedure and how it defines standards of liberty for ordinary citizens as well as criminal defendants. In addition, this course focuses on the ideological changes that manifest in court opinion, the implicit, or at times explicit, relationship between politics, partisanship and court behavior. The role of the court as a solver of crime problems is also considered.

CRJU 347 Restorative Justice (3 credits)

Prerequisite: CRJU 201 and CRJU 410
This course explores the philosophy of restorative justice and the current practices of victim-offender mediation. Restorative justice emphasizes offender reintegration through community involvement and offender accountability.
Alternate years

CRJU/SOCI 352 Urban Crime (3 credits)

Prerequisite: CRJU 201 or SOCI 102; and SOCI 290; or consent of instructor
This course examines urban and neighborhood crime. In addition to surveying theories of urban crime, disorder, and unrest, it examines responses to urban crime, including community policing, order maintenance policing, crime prevention through environmental design, and programs to

ameliorate the deeper causes of crime. The course examines the effects of inequality, racial and ethnic discrimination, substance abuse and gun violence on urban crime. Another topic covered is the drop in urban crime rates during the 1990s. *Offered alternate years*

CRJU 354 Corrections (3 credits)

Prerequisite: CRJU 201 and SOCI 328
Analysis of the social structures and processes involved in dealing with individuals who have been designated as offenders of criminal law. Probation, prison, parole, programs of prevention and rehabilitation. *Fall semester (Formerly SOCI 354)*

CRJU/SOCI 355 Juvenile Delinquency (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor
Analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. *Fall semester*

CRJU 358 Race, Class, Crime, and Justice (3 credits)

Prerequisite: CRJU 201 and CRJU 410
This course examines the effects of class and race on justice outcomes. Historical and contemporary practices of the system are evaluated for disparate or discriminatory patterns. *Alternate years*

CRJU 359 Technology and Crime Control (3 credits)

Prerequisite: CRJU 201 and 6 additional credits in criminal justice courses
This course examines how changes in technology create new forms of crime, as well as modes of apprehension, detection, and prevention. Additionally, the course will examine the "outsourcing" of surveillance by the states and the federal government to private corporate data miners. *Alternate years*

CRJU/SOCI 381 Privatization in Criminal Justice (3 credits)

Prerequisite: CRJU 201
This course will examine the many controversies around the reemergence of private prisons as well as the explosive growth of private police in the United States. *Alternate years*

CRJU 385 Victimology: Sociology of Victims (3 credits)

Prerequisite: SOCI 328
This course is organized to address the significant questions of the victimologist perspective: who are victims in specific types of crimes, and how do they become victims? What role do victims play in their own victimization? Are there victimless crimes? How are victims treated by the police, the courts and related agencies? What can the criminal justice system do for the victims? Should victims participate in the sentencing process? Should victims be compensated and, if so, by whom?

CRJU 388 Hate Crime (3 credits)

Prerequisite: CRJU 201 and CRJU 410
Crime that is committed as a result of bigotry is commonly referred to as hate crime. This course examines the political and social significance of these crime events. In addition, this course reviews theories of prejudice, the role of youth subcultures in the development of the neo-Nazi skinhead movement, typologies of hate groups, motives, hate crime victimology, recruitment strategies of hate groups, hate speech, and correctional responses.

CRJU 399 Special Topics in Criminal Justice (3 credits)

Prerequisite: Dependent on topic

Various special topics of current interest in criminal justice will be offered from time to time. Topics will be announced before registration. May be taken more than once but only three (3) credits will be counted toward the first 30 hours in the criminal justice major.

CRJU 404 Media, Justice, and Crime (3 credits)

Prerequisite: CRJU 201 and an additional 3 credit criminal justice course

This course is a survey of how various media institutions (newspapers, magazines, talk radio, network television, cable, film, and Internet-based products) and formats (news, entertainment, and infotainment) shape the representation and public perception of dangerousness, criminality, police activity, and ultimately, the direction of contemporary social policy. *Alternate years, spring semester*

CRJU 406 Ethics and the Criminal Justice System (3 credits)

Prerequisite: CRJU 201 and CRJU 410

This course examines a wide range of ethical and moral issues in the field of criminal justice. Topics covered include the use of harm to prevent harm, the use of discretionary decision-making, prediction problems, and moral dilemmas that confront various justice agents, i.e., police, prosecutors, defense attorneys, and correctional officers. Teleological and deontological ethical systems are examined and used to measure the moral worth of practitioner actions in the criminal justice system. *Offered once a year*

CRJU 410 Applied Crime Theory in Criminal justice (3 credits)

Prerequisite: CRJU 201

This course utilizes an applied approach in examining theories of crime causation in light of criminal justice aims. The criminal justice system responds to crime and criminals based on explicit and implicit theories of causation. Recognizing this process, criminal justice majors will learn theory and theory validity of examining criminal justice and related interventions.

CRJU 420 Research Methods in Criminal Justice (3 credits)

Prerequisite: CRJU 201 and CRJU 410

This course focuses on the commonly used research methods found in criminal justice. Using crime and justice contexts, topics covered include research design, the relationship between theory and research, types of data, analytic techniques, and ethical considerations.

CRJU 425 Comparative Crime and Deviance (3 credits)

Prerequisite: SOCI 102 and three additional sociology courses, or consent of the instructor

This course examines crime, law and deviance in comparative perspective. Among the topics covered will be the logic of comparative research, problems of cross-national data, violent crime, economic and political crime, transnational corporate crime, underdevelopment and crime, social control and conflict

resolution, and criminal justice and penal policies. The course also focuses on crime in relation to age, gender, race and class. The comparative materials are used to reflect on problems of crime and the criminal justice system in the United States.

Alternate spring semesters

CRJU 426 Ethnography and Crime Analysis (3 credits)

Prerequisite: CRJU 201 and CRJU 410

This course examines ethnographic research methodologies as they relate to crime and justice. The culture of particular criminal groups, as well as justice agents, is often unveiled for the first time through the efforts of field researchers. Students will learn how researchers enter the world of their subjects, build trust, process information, and report social phenomena. *Alternate years*

CRJU 430 Analyzing Criminal Justice Data (3 credits)

Prerequisite: CRJU 201 and CRJU 410 and CRJU 420

This course teaches principles of statistical techniques as applied within criminal justice. By using criminal justice research problems, this course will cover topics including constructing testable research questions, organizing data, applying appropriate statistical tests, and interpreting results. This course also teaches student how to evaluate government data, technical reports and empirical studies with summarize criminal justice data.

CRJU 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students and senior status

With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

CRJU 496 Seminar: Critical Issues in Crime and Justice (3 credits)

Prerequisite: CRJU 410

This seminar will examine critical issues related to crime and justice. The focus of the seminar will vary from semester to semester, but it will enable students to synthesize their knowledge and skills in analyzing issues including ethics and criminal justice, racial inequality in the criminal justice system, the efficacy of increasing incarceration rates, and societal responses to crime. The seminar will require students to demonstrate: (1) comprehensive knowledge of the field of criminal justice; (2) critical thinking skills applied to criminal justice; (3) effectiveness in oral and written communication; (4) awareness of ethical issues in criminal justice; and (5) knowledge of data sources in criminal justice and the ability to apply criminal justice related information and research.

CRJU 497 Research (3 credits)

Prerequisite: CRJU 420

Primarily for senior Criminal Justice majors; other by special arrangement. Students will conduct social research, using techniques taught in CRJU 420, writing reports of findings as for publication. Experimental survey and content analysis approaches will be used.

**CRJU 498 Internship in Criminal Justice
(3-15 credits)**

Prerequisite: A cumulative GPA of 2.5; consent of the department; formal application required

The internship provides an opportunity for senior criminal justice majors to gain practical expertise in the field by participating in an off-campus work study experience that complements their academic preparation. In addition to working in their internship setting, students will meet regularly with a faculty supervisor. Students may work in an appropriate local, state or federal agency or private organization. Only three credits of internship may count toward the major in criminal justice.
Entire semester

CRJU 500 Foundations of Scholarship (1 credit)

With students entering the program from various disciplines, campuses or alternatively, after a hiatus from college, this course provides students with opportunities to better develop the tools needed for scholarly graduate-level research and writing. An emphasis is placed on the "nuts and bolts" of research-based writing, i.e. conducting a literature review, evaluating claims, and planning and drafting papers. This course will also address appropriate documentation and citation methodologies; the utilization of library resources, print and electronic data sources, legal research and computer use. Methods for writing a successful Master's thesis will also be incorporated.

CRJU 501 Structure and Process of the Criminal Justice System (3 credits)

This course examines the organization of the criminal justice system and explores the nature of relationships among its components. The origins of criminal law, law enforcement agencies, federal and state court systems and corrections are reviewed. In addition, the functions and processes of each essential agency within the criminal justice system are investigated. Students completing this course will gain a solid understanding of the evolution of the modern criminal justice system as it developed from its Western European and British roots.

CRJU 502 Research (credit to be arranged)

Prerequisite: Consent of department; formal application required and CRJU 500, which may be taken concurrently

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog.

CRJU 503 Directed Study (credit to be arranged)

Prerequisite: Consent of department; formal application required and CRJU 500, which may be taken concurrently

This is designed for the student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

**CRJU 504 Seminar: Crime, Justice and Society
(3 credits)**

This seminar introduces students to a crime and justice in American society. It provides an overview of central issues in criminal justice and of the five core areas in criminal justice: (1)

criminal justice and juvenile justice processes, (2) criminology, (3) law enforcement, (4) law adjudication, and (5) corrections.

CRJU 505 Applications of Crime Theory (3 credits)

This course utilizes an applied approach in examining fundamental and advanced theories of crime and criminals based on explicit and implicit theories of causation. Recognizing this process, this course focuses on theories and their manifestations of crime and justice programs. Students will learn theory and theory validity by evaluating empirical evidence of program effects.

**CRJU 510 Research Methods in Criminal Justice
(3 credits)**

Prerequisite: CRJU 500, which may be taken concurrently

This course provides an overview of the research process and research design in relation to crime and criminal justice. Topics covered include the scientific method, operationalizing variables and indicators, ethics and policy in research and various methods of collecting data. Students will design and carry out a research project.

CRJU 511 Analyzing Criminal Justice Data (3 credits)

Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510

This course focuses on statistical data analysis in relation to research in crime and criminal justice. Topics covered include the most important data analysis techniques in social and criminal justice research, the assumptions underlying various statistical techniques, and how to interpret quantitative data analysis. Students will learn to carry out their own data analysis.

**CRJU 512 Ethics and Policy in Criminal Justice
(3 credits)**

Prerequisite: CRJU 504 and CRJU 505

This course provides an overview and analysis of major ethical and policy issues related to crime and criminal justice. Students will examine various ethical issues including those related to policing, the death penalty, and criminal courts and law. The course will also cover criminal justice policy.

CRJU/SOCI 514 Theories of Deviance (3 credits)

Prerequisite: CRJU 504

This course provides an overview of sociological theories of deviance and social control. The course examines how these theories are linked to broader sociological theories. Topics covered include the social construction of deviance, differences in deviance across time and space, and the relationships between deviance and crime.

CRJU 515 Criminal Justice Administration (3 credits)

This course draws on research in complex organizations to analyze the structure, functions, and operations of criminal justice agencies, including the police, courts and corrections. Students will gain an understanding of administration in criminal justice organizations.

CRJU 520 Violence, Crime and Society (3 credits)

This course provides an overview of violence and crime in society. The course focuses on the causes of violent crime and examines violence from a variety of disciplinary perspectives.

CRJU 521 Domestic Violence (3 credits)

This course provides an overview of the causes of domestic violence and the criminal justice system's response to domestic violence. Topics covered include psychological, sociological and feminist theories of domestic violence; the nature of domestic violence in a patriarchal society; resources available for victims of domestic violence; and the efficacy of various approaches to reducing domestic violence.

CRJU 522 Women and Criminal Justice (3 credits)

This course provides an overview of women and the criminal justice system. Topics covered include women as offenders, victims, and criminal justice professionals; theories of women and crime; and the treatment of female offenders by criminal justice agencies.

CRJU 525 Comparative Crime and Justice (3 credits)

This course examines crime, justice, and criminal justice systems in comparative perspective. Topics covered include multinational crime; the relationships between socioeconomic development and crime; and different approaches to law enforcement, criminal procedure and law, juvenile justice, and corrections. The course will draw on United Nations criminal justice surveys and other cross-national data sources.

CRJU 526 Communities, Cities, and Crime (3 credits)

This course focuses on urban and neighborhood crime. It surveys the literature on demography and ecology of crime, examines various theories of urban social disorder and unrest, and provides an overview of the most influential research on communities, cities, and crime.

CRJU 527 Policing in a Democratic Society (3 credits)

This course provides a comparative overview of the development of police forces, the organization of the police in various societies, and the nature of policing in industrial societies.

CRJU 540 Corrections, Crime, and Society (3 credits)

This course provides an overview of the relations between crime and corrections. Topics covered include the theories of punishment, the development of corrections, theories of corrections and rehabilitation, and current issues in American corrections.

CRJU 541 Community-Based Corrections (3 credits)

This course focuses on recent developments in community-based corrections. Topics covered include the history of alternatives to prisons, the relationships between community-based corrections and rehabilitation, and the political feasibility of community-based corrections. The course also examines other intermediate sanctions, such as alternative sentencing and diversion programs.

CRJU 542 Research Seminar in Corrections (3 credits)

Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511

In this seminar students will choose a research topic related to corrections, plan and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results.

CRJU 546 Class, Race, Gender and Crime (3 credits)

This course examines how class, race, and gender intersect with crime and the criminal justice system. The course provides an overview of class, race, ethnic, and gender stratification in the United States and looks at how that stratification is reflected in judgments about crime and in treatments of various groups in the criminal justice system.

CRJU 550 Juvenile Justice and Society (3 credits)

This course provides an overview of juvenile delinquency and the juvenile justice system. It covers various theories of juvenile delinquency and examines their relations to broader sociological and criminological theories. Other topics include the development of the juvenile justice system, the police handling of juveniles, the role of juvenile courts, and juvenile corrections and rehabilitation.

CRJU 551 Law and Society (3 credits)

This course provides an overview of the sociology of law. Topics covered include the sources and development of law, different philosophical and sociological approaches to law, the roles of criminal justice agencies, alternate dispute resolution, the relations of between law and social change, and the impact of race, class and gender in the legal system. The course will also examine attempts to develop a general theory of law and society.

CRJU 555 Information Technology for Criminal Justice (3 credits)

This course provides an overview of the impact of computers on criminal justice organization and on the use of computers and quantitative skills in criminal justice administration, decision-making and policy.

CRJU 557 Advanced Research Methods in Criminal Justice (3 credits)

Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511

This course provides an overview of evaluation research in criminal justice as well as advanced data analysis techniques. The course gives students the opportunity to analyze criminal justice data using those techniques.

CRJU 597 Research Seminar in Criminal Justice (rotating topics) (3 credits)

Prerequisite: CRJU 500, which may be taken concurrently; and CRJU 510 and CRJU 511

In this seminar students will choose a research topic, plan, and carry out their research. During weekly class meetings, the class members will discuss their projects and present their results. This course may be repeated twice for different topics.

CRJU 598 Internship in Criminal Justice (3 credits)

Internships provide students with experience in a criminal justice setting and give them the opportunity to apply what they have learned in their classes.

CRJU 599 Special Topics in Criminal Justice (3 credits)

This course will focus on specific topics in criminal justice. The topics will differ from semester to semester.

Other Approved Courses:

CRJU 333 Resolving Conflict

CRJU/SOCI 384 Criminal and Delinquent Behavioral Systems

EARTH SCIENCES (EASC)

EASC 100 Physical Geology (4 credits)

This course is an introduction to the processes that formed and continue to shape the earth. Lecture topics include continental drift, rock and mineral forming processes, and the effects of agents of erosion such as glaciers, streams and waves. The laboratories develop skill in rock identification and map interpretation. Three hours of lecture and one two-hour laboratory period weekly. *Either semester (CNSL)*

EASC 101 Historical Geology (3 credits)

Prerequisite: EASC 100

This course is an introduction to the origin and evolution of the earth. Topics include the development and transformation of continents, ocean basins, the atmosphere, and life over geologic time. An emphasis is placed on modeling earth's evolution from observations of the rock record. The laboratory fosters development of field and quantitative skills. Two hours of lecture and one two-hour laboratory weekly. *Spring semester*

EASC 102 History of the Earth (3 credits)

The geologic origin and evolution of the planet earth is surveyed in this course. An emphasis is placed on the co-evolution of life and the changing surface environment over geologic time. *Spring semester*

EASC 194 Environmental Geology (3 credits)

This course introduces students to the application of geologic principles in recognizing and controlling the effects of environmental problems such as earthquakes, volcanoes, floods, beach erosion, hazardous waste disposal and ground water quality. *Either semester (CNSN)*

EASC 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

EASC 210 Oceanography (3 credits)

Prerequisite: Any 100-level biology, chemistry, earth science, geography (physical science), or physics course

This course surveys the physical and chemical aspects of earth's ocean, including the geology of the seafloor, ocean currents, tides, waves, sediment transport and deposition, seawater chemistry, and submarine hot springs. An emphasis

is also placed on oceanographic research expeditions and the tools used by scientists to explore the seafloor. *Spring semester (Formerly EASC 305)*

EASC 215 Solar System Astronomy (3 credits)

Prerequisite: Any 100-level biology, chemistry, earth science, geography (physical science) or physics course

This course focuses on the physical, chemical, geological, and biological processes operating in the solar system. Topics include celestial mechanics, radiation and spectroscopy, solar processes, planetary interiors, surfaces, and atmospheres, the origin of life and theories of the origin and evolution of the solar system. *Fall semester (Formerly EASC 301)*

EASC 240 Hydrology (3 credits)

Prerequisite: Consent of the instructor

Relations of surface to groundwater. Geologic controls of flow in ideal mathematical models and imperfect natural settings. Water supplies as renewable resource. Two hours of lecture and one two-hour laboratory period weekly. *Spring semester*

EASC 280 Vertebrate Paleontology (3 credits)

Prerequisite: EASC 101

This course examines the nearly 500 million year history of vertebrate life on Earth and the origin of the major innovations that characterize its diversity. This diversity will be considered in the light of various classification methods, and the major innovations will be discussed in the context of various mechanisms of evolution. *Fall semester*

EASC 283 Structural Geology (3 credits)

Prerequisite: EASC 100, EASC 101

Analysis and origin of rock structures. Two hours of lecture and two two-hour laboratory period weekly. *Spring semester*

EASC 284 Geomorphology (3 credits)

Prerequisite: EASC 100 or consent of the instructor

Relationships between gradational and tectonic forces and the resulting surface configuration of the earth. Two hours of lecture and one three-hour laboratory period weekly. *Fall semester*

EASC 290 Dinosaur Paleobiology (3 credits)

Prerequisite: EASC 101 or BIOL 100 or BIOL 121

The most recent hypotheses concerning the paleogeography, functional morphology and paleoecology of the dinosaurs are considered. Various causes advanced to account for their extinction 65 million years ago are critically appraised.

EASC 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second

Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

EASC 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____ 199; *Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 298 is taken for credit.*

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

EASC 310 Geophysics (3 credits)

Prerequisite: EASC 100 and PHYS 182 or PHYS 244

This course focuses on the study of the physical processes of the solid Earth. Topics include seismology, the Earth's gravitational and magnetic fields, heat flow, plate tectonics, and the internal structure of the Earth. The laboratory will provide an overview of the use of geophysical techniques in oil, gas and mineral exploration as well as in engineering and environmental applications. Two hours of lecture and two hours of laboratory each week. *Fall semester*

EASC 311 Geochemistry (3 credits)

Prerequisite: EASC 100, EASC 372 and CHEM 131, CHEM 132

In this course chemical principles are applied to geologic problems to examine the processes that control the chemical composition of natural waters on and near the surface of the earth. Topics to be investigated include seawater chemistry, river water chemistry, groundwater chemistry, and the chemistry of hot springs and geysers. The chemical interaction between rock and water will be a central theme of the course as this process is an important control on the chemistry of water in virtually all geologic environments. Important global geochemical cycles will also be explored with an emphasis on how these cycles affect environmental problems such as global warming. *Spring semester*

EASC 317 Remote Sensing of the Environment (3 credits)

Prerequisite: Written permission of the instructor and introductory courses in earth science, or biology, or geography, or archeology or other approved majors

Analysis and interpretation of digital images from satellite and other platforms. Multispectral and hyperspectral data collection and digital image processing. Remote sensing of the atmosphere, vegetation, soils, water, geology, engineering, land use/cover and

other data that can be imaged from remote platforms. Multidisciplinary satellite images from NASA and other space agencies will be utilized. Two two-hour lecture/laboratory periods weekly. *Fall semester*

EASC 320 Geology of New England (3 credits)

Prerequisite: EASC 101

This course will examine the geological history of New England and adjacent areas with an emphasis on the last 500 million years of geologic time. In this context, the tectonic history of New England will be explored in detail. Other important topics include the changing surface environment with a focus on ice ages and climate change. The laboratory will emphasize the use of geologic maps and field trips to areas of geologic significance in southeastern New England. Two hours of lecture and one four-hour laboratory period weekly. *Fall semester*

EASC 372 Mineralogy (4 credits)

Prerequisite: EASC 100 and CHEM 131

Geometrical and X-ray crystallography followed by the determinative mineralogy of ore and rock-forming minerals. Two hours of lecture and two 2-hour laboratory periods weekly. *Fall semester*

EASC 400 Earth Systems Science I (3 credits)

Prerequisite: EASC 101 and EASC 210 and GEOG 221

This course provides an overview of the emerging discipline of Earth Systems Science. The physical and chemical nature of the four primary earth systems, including the solid earth, the hydrosphere, the atmosphere, and the biosphere, will be explored in detail. An emphasis will be placed on a qualitative and quantitative analysis of the flow of energy and matter among the four systems. *Fall semester*

EASC 410 Earth Systems Science II (3 credits)

Prerequisite: EASC 400

This course is a continuation of Earth Systems Science I, with an emphasis on the global biogeochemical cycles that operate within and among the solid earth, hydrosphere, atmosphere, and biosphere. In addition, Earth systems history and human impacts on the Earth's systems will be examined, with an emphasis on past and future global climate change. *Spring semester*

EASC 463 Petrology (3 credits†)

Prerequisite: EASC 372

Megascopic and microscopic classification of rocks and an introduction to petrogenesis. One hour of lecture and two 2-hour laboratory periods weekly. *Spring semester*

EASC 471 Coastal Processes (3 credits)

Prerequisite: MATH 100; and EASC 100 or GEOG 121

The frequently complex fluid-solid interactions which result in erosion and deposition in coastal environments are developed in this course. Methods of measurement and prediction are presented. (Formerly EASC 380)

EASC 475 Paleontology (3 credits†)

Prerequisite: EASC 100, EASC 101 or consent of the instructor

A survey of the fossil record stressing the most important invertebrate phyla and their environmental relationships. Two hours of lecture and one two-hour laboratory period weekly. Offered odd years, spring semester

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog

EASC 476 Sedimentology and Stratigraphy (3 credits†)

Prerequisite: EASC 100, EASC 101 or consent of the instructor
Introduction to modern concepts and principles in sedimentology, paleoecology, and correlation: lithostratigraphic and biostratigraphic classification and interpretation of depositional and organic environments. Two hours of lecture and one two-hour laboratory period weekly. *Fall semester*

EASC 485 Contaminant Hydrogeology (3 credits†)

Prerequisite: EASC 240; and CHEM 132 or CHEM 142
The fate and transport of groundwater contaminants in various hydrogeologic regimes are presented in this course. Methods for conducting hydrogeologic investigations are discussed in detail. (Formerly EASC 440)

EASC 490 Field Methods in Geology (3 credits†)

Prerequisite: EASC 100, EASC 101 or consent of the instructor
Collection, processing and interpretation of field data developed by geologic mapping. Presentation of geologic reports involving maps, cross-sections and sample data. One hour of lecture and two 2-hour laboratory periods weekly. *Spring semester*

EASC 496 Seminar in Geology (1 credit each semester†)

Prerequisite: Senior standing in geology, earth science or chemistry/geology
This course focuses on the development of thought concerning current global models and/or continuing controversies in geology. One credit will be earned per semester for a total of 2 credits to be awarded at the end of the second semester. *Fall semester*

EASC 497 Research in Earth Science (1-3 credits)

Prerequisite: Consent of department; formal application required
In this course, students work independently on a research project in consultation with a faculty mentor. The project may be designed solely by the student or through discussions with the faculty mentor and culminates with a research paper. The course is intended for more advanced students who have completed course work related to the research project. This course may be repeated for up to 6 credits. *Either semester*

EASC 498 Internship in Earth Science (3-6 credits)

Prerequisite: Consent of the department; formal application required
This course provides an opportunity for earth science majors to gain practical job experience in some aspects of earth/environmental science. Possible internships include positions in local, state and federal agencies as well as private corporations and consulting firms. This course may be repeated for a maximum of 6 credits. *Either semester*

EASC 499 Directed Study in Earth Science (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

† May also be taken for graduate level credit.

EASC 560 Special Topics in Earth Science (variable credit)

This course will cover special topics of current relevance in earth science education. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

Other Approved Courses:

EASC 201 Topics in Earth Science for Elementary School Teachers
EASC 230 Engineering Geology
EASC 300 Excursions in Geology
EASC 302 Stellar and Galactic Astronomy
EASC 306 Biological Oceanography
EASC 315 Computer Applications in Earth Science
EASC 373 Optical Mineralogy
EASC 374 Optical Petrology
EASC 375 X-Ray Analysis
EASC 462 Geology of North America
EASC 464 Economic Geology I
EASC 465 Economic Geology II
EASC 466 Glacial Geology
EASC 477 Micropaleontology
EASC 501 Observational Astronomy
EASC 502 Research
EASC 503 Directed Study
EASC 504 Observational Meteorology
EASC 506 Coastal Geology and Oceanography
EASC 550 Modern Developments in Earth Science
EASC 590 Field Studies in Geology

EARLY CHILDHOOD EDUCATION (ECED, ECPK)

ECED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ECED 230 The Basics of Early Childhood Education (3 credits)

This foundations course examines early childhood education (birth through grade 2) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards, and critical issues related to teaching and child growth

and development. This course prepares students to apply for admission into the Bridgewater State College's teaching licensure program.

ECED 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECED 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECED 300 Early Childhood Art Methods (.5 credit)

Prerequisite: Admission to the Professional Education Program
An introduction to methods and materials in art for the early childhood teacher. Art projects typical of those done by children grades PreK-2 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a (P) Pass/(N) No Pass basis. Either semester

ECED 311 Science and Social Studies Inquiry for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program
The major concepts and process skills in science and social studies will be experienced. The emphasis will be on the learning environment. Students will learn how to help children move from specific information toward general statements, concepts and generalizations in an inductive process using convergent and divergent thinking.

ECED 313 Teaching Music in Pre-K and Elementary School (3 credits)

Prerequisite: MUSC 172, MUSC 270, and consent of the department and admission to the Professional Education Program

Students will learn methods and pedagogical systems in order to successfully teach music in the elementary classroom. Includes singing, use of instruments, listening, reading music and rhythmic activity.

ECED 332 Reading Development for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program

Early childhood majors learn how to create the conditions that facilitate the acquisition of literacy. The roles of print processing strategies, guided reading experiences and voluntary, independent reading are explored along with the relationship between reading and writing. Prepracticum experiences include reading aloud, shared book experiences and teaching guided reading lessons.

ECED 342 Language Arts for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program

Through the use of an integrated approach of content, the student will develop strategies for the teaching of language arts which build on the relation of thought and word and the changes in that process that develop competencies in listening, speaking, writing and reading as a union of word and thought.

ECED 352 Developmental Mathematics for the Young Child (3 credits)

Prerequisite: Admission to the Professional Education Program

Through the use of an integrated approach of content, the student will develop strategies in math that are concept oriented in which the primary emphasis is on thinking, reasoning and understanding with an emphasis on developing in young children the ability to investigate how and why things happen in math. In a prepracticum experience the student will teach a series of lessons in math at the primary level.

ECED 361 Creating an Effective Early Childhood Environment (3 credits)

Prerequisite: Admission to the Professional Education Program

This course explores ways to create a developmentally-appropriate, standards-based, inclusive early childhood setting (PreK-2). Topics include early childhood standards, issues of diversity and multicultural education, classroom-based "inclusive" teaching and assessment strategies, management techniques, and parent-community relationships. Teacher candidates will also continue to gather evidence for their Professional Teaching Portfolio.

ECED 380 Creative Techniques in Early Childhood (3 credits)

Prerequisite: ECED 230 and PSYC 224

The course prepares teachers of very young children in techniques that are developmentally appropriate. Students will learn various instructional strategies that incorporate the various movement, visual, performance, and language arts into early childhood projects, activities, and routines, both within the classroom and in community settings.

**ECED 493 Internship in Early Childhood Education
(6 or 12 credits†)**

Prerequisite: Consent of the department and admission to the Professional Education Program

A minimum of 300 clock hours will be required in a PreK-2 grade setting as an early childhood teacher. Internship must be less than full time but at least one-fifth time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office.

**ECED 496 Supervised Teaching in Public Schools:
Early Childhood (6 or 12 credits†)**

Prerequisite: Acceptance into student teaching

This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate primary classroom (grades K-2) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements.

**ECED 497 Supervised Teaching in an Integrated
Early Childhood Setting (6 credits†)**

Prerequisite: Acceptance into student teaching

This student-teaching practicum is a supervised experience for one quarter. Candidates are assigned by the School of Education and Allied Studies to an appropriate preschool or kindergarten setting where they will work to develop and refine their teaching skills with children of diverse backgrounds. Candidates will have the opportunity to observe children and various learning environments, design developmentally-appropriate curriculum, practice effective management techniques, utilize contemporary teaching strategies, and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site practitioner and a faculty member of the Elementary and Early Childhood Department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all department requirements.

**ECED 498 Internship in Early Childhood Education
(3-15 credits)**

Prerequisite: Consent of the department; formal application required
Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure.

ECED 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

† May be taken for graduate level credit.

ECED 510 Fundamentals of Early Childhood (3 credits)

This course prepares students to enter the graduate program for initial licensure in Early Childhood Education (PreK-2). Developmentally appropriate practices for children birth to grade 2 are examined from a variety of developmental, historical, learning theory and sociocultural perspectives. As part of the course, students spend 15 hours as participant-observers in a public integrated preschool or Head Start classroom and 25 hours in a K-2 elementary classroom. Field-based observations are used to explore issues of child development, learning, family partnerships, accommodating diverse learners, and developmentally appropriate curriculum covered in the context of course readings, activities, discussions and independent research.

**ECED 515 Inclusive Early Childhood Classrooms:
Instructional Practices and Assessment
(3 credits)**

Prerequisite: Admission to the Professional Education Program

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, researched-based instructional and assessment practices, and other topics related to preschool and primary grade classrooms, including child-study procedures and current laws, teacher candidates will be able to design inclusive classrooms and use various assessment strategies to guide instructional supports and strategies that support all young children.

**ECED 559 Special Topics in Early Childhood
Education (3 credits)**

Prerequisite: Course prerequisite may be specified depending upon the nature of the topic

Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once with the consent of the adviser.

ECED 561 Current Issues in Early Childhood Education (3 credits)

Exploration of issues confronting the early childhood educator today. Examination of public policy issues, sex stereotyping, mainstreaming, back-to-basics, parent education, bilingual and multi-ethnic education and family structure.

**ECED 562 Early Childhood Curriculum: Ages 2-5
(3 credits)**

Provides students with opportunities to explore all aspects of preschool and kindergarten program curricula. Course focuses on planning and implementing curriculum in readiness skills, language development and communication arts. Observation and participation field component included.

**ECED 563 Early Childhood Curriculum: Ages 5-7
(3 credits)**

For students interested in planning teaching strategies for primary grades. Course explores language arts, math, science, social sciences and classroom management. Observation and participation field component included.

ECED 570 Special Topics in Early Childhood Education (1-4 credits)

Special topics of current relevance in early childhood education will be offered from time to time. The topic to be addressed will

be announced in preregistration publications. May be taken more than once.

ECED 575 Graduate Seminar in Early Childhood Education (3 credits)

Prerequisite: Completion of all required MEd courses

A study of problems and issues related to the education of young children. Emphasis will be placed on current research, learning theories, curricular and methodological concerns. Each student will make an extensive study of a significant issue related to early childhood education.

ECED 596 Practicum: Early Childhood Education (6 or 12 credits)

Prerequisite: Acceptance and good standing in teacher preparation program

This graduate level practicum involves an eight or fifteen week field experience at the K-2 level under the guidance of a cooperating teacher and a college supervisor. Opportunities for participation in pupil observation, program planning and utilization of contemporary teaching strategies. *Either semester*

ECED 597 Practicum: Preschool (6 credits)

Prerequisite: Acceptance and good standing in teacher preparation program

This graduate level practicum involves supervised student teaching experience in a preschool setting with children, infancy through age five. Emphasis on development, implementation and evaluation of innovative preschool programs. The student participates in a total program, five days a week for eight weeks in either day care center, nursery school or head start program. *Either semester*

ECED 598 Internship: Early Childhood Education (6 credits)

Prerequisite: Consent of the department

This graduate level internship involves a minimum of 300 clock hours in a PreK-2 grade setting as an early childhood teacher. Internship must be less than full time but at least one-fifth time employment as an early childhood teacher. Request for this course must be made to the School of Education and Allied Studies Office.

ECPK 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ECPK 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECPK 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECPK 320 Language Development and Early Literacy (3 credits)

Prerequisite: ECED 230 and PSYC 224

This course focuses on the emergence of both expressive and receptive language and literacy competencies in young children. Topics include: optimal language and print environments; the socio-cultural, genetic and physiological components of optimal language and literacy development; early indicators of the need for and remediation of language-, hearing-, and literacy-related difficulties; and second language acquisition. This course must be taken at BSC.

ECPK 321 Project-Based, Standards-Rich Learning in Early Childhood, PreK-K (3 credits)

Prerequisite: ECED 230 and PSYC 224; or equivalent

This course focuses on implementing a curriculum consistent with the Massachusetts' content area guidelines—particularly those for mathematics, science and social studies — with an emphasis on play-based, integrated learning. This course must be taken at BSC.

ECPK 322 Observation and Assessment in Early Childhood, PreK-K (3 credits)

Prerequisite: ECED 230 and PSYC 224 and SPED 211

This course teaches students to make ethical, appropriate, valid and reliable assessment an integral part of their practice. Students will learn to identify and use observation and assessment methods, both formal and informal, that are developmentally appropriate as well as culturally and linguistically responsive, and to make collaborative decisions that are responsive to young children's strengths, progress and needs. This course must be taken at BSC.

ECPK 323 Managing Positive Environments for Children, PreK-K (3 credits)

Prerequisite: ECED 230 and PSYC 224 and SPED 211

This course focuses on how to set up and manage respectful learning environments that encourage young children to manage their own behaviors and learn to resolve conflicts peaceably.

ECPK 490 Mentored Program Observation, PreK-K (3 credits)

Prerequisite: ECED 230 and PSYC 224 and SPED 211

This course consists of observations and fieldwork in various PreK-K settings, including Head Start and integrated preschools. This course must be successfully completed prior to the final field experience, ECPK 492. This course must be taken at BSC.

ECPK 491 Mentored Performance Fieldwork I, PreK-K (3 credits)

Prerequisite: ECED 230 and ECED 320 and ECPK 321 and PSYC 224; or consent of instructor

This course involves field experience in the student's workplace or in an assigned practicum placement. Students will document knowledge and competencies regarding health, safety, and administration issues and policies in early childhood settings. This experience requires a minimum of 150 documented hours in a PreK-K setting. It must be supervised by a qualified college supervisor or instructor and by a licensed, site-based teacher. It must be completed prior to the final field experience, ECPK 492.

ECPK 492 Mentored Performance Fieldwork II, PreK-K (3 or 6 credits)

Prerequisite: Completion of all other program requirements; consent of department and formal application required

This course involves fieldwork in the student's workplace or in an assigned practicum placement. This experience requires a minimum of 150 documented hours in a PreK-K setting and must be supervised by a qualified college supervisor and by a licensed, site-based teacher. Students maintain a log and develop a performance portfolio demonstrating their competencies, including family outreach, professional networking, and child advocacy activities. The experience may be taken as a quarter course or extended across two consecutive semesters. This course must be taken at BSC.

Other Approved Courses:

ECED 400 Creative Techniques for Teaching

ECED 475 Seminar in Early Childhood Education

ECED 564 Administration of Early Childhood Programs

ECONOMICS (ECON)

ECON 101 Principles of Microeconomics (3 credits)

This course focuses on the theory and application of utility and demand, production, cost and market analysis. *Either semester (CSOC)*

ECON 102 Principles of Macroeconomics (3 credits)

This course focuses on the theory and application of the following: national income analysis and determination, fiscal policy, monetary theory and policy and the Federal Reserve System. *Either semester (CSOC)*

ECON 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ECON 201 Intermediate Microeconomic Theory and Policy (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor

The theory of consumer behavior and demand, production and cost, the firm and market organization are discussed with emphasis placed on practical applications. *Either semester*

ECON 205 Intermediate Macroeconomic Theory and Policy (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor

A number of macroeconomic models are developed in this course, including the Keynesian, monetarist and rational expectations models. Economic theory is used to explore the nature and causes of business fluctuations and the desirability of various government policies. *Either semester*

ECON 210 Statistics for Business and Economics (3 credits)

This course will provide students with an understanding of statistics and the ability to present and describe information, draw conclusions about large populations based on measures from sample data, calculate critical z or t statistics to perform hypothesis tests and apply statistical methods to business and economic issues.

ECON 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived.

Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECON 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ECON 301 Industrial Organization (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor

This course provides an analysis of the structure, conduct and performance of industries. Topics discussed include causes and measurement of market concentration, strategic behavior of firms and the development of public policies, such as antitrust and regulation, that affect business.

ECON 302 The Canadian Economy: A Comparative Approach (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor

This course is an undergraduate introduction to the Canadian economy. It will provide the student with a brief, comparative overview of the size and structure of the Canadian and American economies, a close look at how the Canadian economy evolved from a resource to a modern industrial economy and a detailed study of the structure and institutions which make up the Canadian economy.

ECON 315 Money and Banking (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor

The roles and functions of money and the banking system are discussed. Various monetary theories and the influence of monetary policy on the state of the economy are examined. Fall and spring semester

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

ECON 320 Comparative Economic Systems (3 credits)

The philosophical and structural foundations of capitalism and democratic socialism are studied. Emphasis is placed on a comparison of the American economy to the economies of other countries.

ECON 321 International Economics (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor
Pure trade theory and its application to solving policy problems are covered in this course. Topics studied include balance of trade, balance of payments and monetary systems.

ECON 325 The Economy of Crime (3 credits)

Prerequisite: ECON 101 and 102 or consent of the instructor
The topics covered by this course include the theoretical and empirical analysis of the economic causes of criminal behavior, the social costs of crime and its prevention and the design of law enforcement policies.

ECON/POLI 340 Law and Economics (3 credits)

Prerequisite: POLI 172 or POLI 285; and ECON 101
This course examines the economic basis for legal decisions. Microeconomic theory is combined with an analysis of the law, with particular emphasis on case studies. Topics covered include the problems of defining property rights and the economics of tort, contract and criminal law.

ECON 350 Urban Economic Problems and Policies (3 credits)

Prerequisite: ECON 101 and ECON 102; or consent of the instructor
The economic aspects of selected urban problems such as housing, poverty, transportation, crime and the urban environment are analyzed. Public policies relating to these problems are discussed.

ECON 375 Labor Economics (3 credits)

Prerequisite: ECON 101 and ECON 102 or consent of the instructor
This course analyzes the determination of wages and employment in the labor market. Applications of the theory include unemployment, discrimination, safety in the workplace and unions. Effects of government policies, such as comparable worth, affirmative action and health and safety regulations, are examined.

ECON 400 History of Economic Thought (3 credits†)

Prerequisite: ECON 101 and ECON 102
An overview of the development of economic theory is presented in an historical context. The ideas of many important contributors to economic thought will be studied including those of Adam Smith, Karl Marx and John Maynard Keynes.

ECON 410 Mathematical Economics I (3 credits†)

Prerequisite: MATH 141, MATH 142, MATH 120, ECON 101, ECON 102 or consent of the instructor
This course provides training in the use of calculus and other mathematical tools in comparative static analysis and the solving of optimization problems in economics.

ECON 411 Mathematical Economics II (3 credits†)

Prerequisite: ECON 410
This course is a continuation of Mathematical Economics I. Topics will include dynamic analysis using the tools of integral calculus, difference and differential equations, linear programming and game theory.

ECON 420 Econometrics I (3 credits†)

Prerequisite: MATH 141, MATH 142, ECON 101, ECON 102; MATH 120 or ECON 410 and ECON 411; or consent of the instructor
This course is an introduction to the methods of econometrics, including the two variable linear model, the generalized least squares estimator and auto-correlation.

ECON 421 Econometrics II (3 credits†)

Prerequisite: ECON 420
This course is a continuation of Econometrics I. Topics discussed include stochastic regressors, instrumental variables, errors in variables, lagged variables and simultaneous equation methods.

ECON 430 Managerial Economics (3 credits†)

Prerequisite: ECON 205 and ECON 210 or consent of the instructor
This course emphasizes the practical applications of micro and macroeconomic skills to real-life problems. Quantitative tools and case studies will be used to understand topics including demand, cost and output and pricing decisions in various market structures.

ECON 498 Internship in Economics (3-15 credits)

Prerequisite: Consent of department chairperson; formal application required
A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. *Either semester*

ECON 499 Directed Study in Economics (1-3 credits)

Prerequisite: Consent of the department; formal application required
Juniors and seniors who have demonstrated critical and analytical abilities in their studies may pursue an independent project under a faculty member's supervision. This course may be taken twice for a maximum of six credits. *Either semester*

ECON 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
This course consists of original research undertaken by the graduate student in their field of interest under the sponsorship of a faculty adviser. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ECON 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
This course is designed for the graduate student who desires to study selected topics in a specific field of interest under the direction of a faculty adviser. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ECON 560 Special Topics in Economics (1-3 credits)

Special topics of current relevance in economics will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser. *Every semester*

Other Approved Courses:

ECON 510 Graduate Seminar in Domestic Economics
ECON 520 Graduate Seminar in International Economic Problems
ECON 531 Economics for Elementary Teachers
ECON 532 Economics for Secondary Teachers

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

EDUCATION (HIGH SCHOOL, MIDDLE SCHOOL, PREK-12) (EDHM) (also see HSED, MSSED)

EDHM 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

EDHM 210 Introduction to Teaching (3 credits)

Prospective candidates for teaching careers explore the teaching learning process in schools by examining the School of Education and Allied Studies Conceptual Framework Model and by reading, writing and analyzing research materials, by using technology, observing in the field, and by planning learning experiences. Candidates gain knowledge and experience concerning diversity, differentiated learning, special education, the Massachusetts Curriculum Frameworks, and the organizational structure of schools. Professional responsibilities, ethics, and legal aspects concerning education are also identified. Candidates will begin to develop their first portfolios as a professional in education. *Field Experience: 20 hours in appropriate settings*

EDHM 235 Learning and Motivation (3 credits)

Candidates for teaching careers will investigate contemporary psychological theories of learning and motivation as they relate to instructional strategies, classroom management and the exigencies of public school teaching. Emphasis will be placed on the practical application of research-supported constructivist principles that promote authentic learning in the increasingly diverse classroom of the twenty-first century. Candidates will continue to develop their professional portfolios. *Field Experience: 20 hours in appropriate settings*

EDHM 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements

for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

EDHM 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

EDHM 335 Assessment and Planning (3 credits)

Prerequisite: Admission to the Professional Education Program

This course is designed to enable the prospective candidates for teaching careers to better understand and practice curriculum design, plan for instruction at a deeper level (than the introductory course), and build on assessment to include standardized testing, portfolios, and authentic assessment. The students will work collaboratively and individually to create and deepen their professional knowledge of teaching pedagogy. Candidates will continue to develop their professional portfolios. *Field Experience:* 20 hours in appropriate settings

EDHM ____ Strategies for Teaching (3 credits†)

Prerequisite: EDHM 235, EDHM 335; LANG 324 for EDHM 424 and admission to the Professional Education Program

Strategies, including methods, materials and media for teaching particular disciplines are studies. Developing competency and versatility is stressed through simulations and guided teaching in area schools. A student registers for the course appropriate to his major according to the following schedules:

EDHM 413 Music

EDHM 424 Foreign Language

EDHM 425 Visual Art – High School

EDHM 459 Visual Art – Middle School

EDHM 445 Content Area Reading, Writing and Study Skills (3 credits†)

Prerequisite: Admission to the Professional Education Program

Prospective candidates for teaching careers will learn how to teach reading, writing, and study skills in their content area. They will understand how to develop their students' critical thinking and problem solving skills by creating educational opportunities that are adapted to diverse learners using technology where appropriate. Candidates will continue to develop their professional portfolios.

† May be taken for graduate level credit.

EDHM 490/495 Teaching Practicum (12 credits†)

Prerequisite: Acceptance and good standing in the professional education program

Prospective teacher candidates are assigned appropriate student teaching stations where they work in an approved situation under an experienced supervising teacher or as a teacher of record. This is practical experience for one semester in a public school where teacher candidates are functioning as professional teachers in order to meet Massachusetts professional standards for teacher.

EDHM 499 Directed Study (1-3 credits)

Prerequisite: Consent of department; formal application required

This course is open to juniors, seniors and post baccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. It may be taken twice for a maximum of six credits. The adviser's permission is required.

EDHM 550 Middle and High School Theory into Practice (3 credits)

Prerequisite: Admission to Accelerated Post Baccalaureate Program

This course will focus on the philosophical and psychological foundations of secondary education with an emphasis on connecting learning theory to best practice. Developing competencies for effective, understandable and appropriate modes of communication in teaching is stressed through microteaching and other simulations. Emphasis is also placed on understanding the contemporary middle and high school, to include but not be limited to various organizational structures, curricula and teacher roles. (40 hours of field work is required.)

EDHM 552 Curriculum and Instruction in Middle and High School Mathematics and Science (3 credits)

Prerequisite: EDHM 550

In this course research and best practice in mathematics and science will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the discipline and what to teach, how to teach and how to assess in a learning-centered classroom.

EDHM 553 Curriculum and Instruction in Middle and High School Arts and Humanities (3 credits)

Prerequisite: EDHM 550

In this course, research and best practice in the arts and humanities will be studied in relation to national standards and State Curriculum Frameworks. Multiple perspectives including diversity will be considered as critical factors in curriculum and instruction. Outcomes will focus on the nature of the disciplines and what to teach, and how to assess in a learning-centered classroom. (40 hours of field work is required.) *Fall semester and summer session I*

EDHM 554 Student Teaching Practicum (6 credits) *Prerequisite:* EDHM 550; EDHM 552 or EDHM 553

Graduate students are assigned appropriate student teaching stations where they work in approved situation under an experienced supervising teacher. This is a practical experience for one semester in a public school where student teachers are functioning professional teachers. A college supervisor visits to assist the

student teacher. Seminars may be held to exchange experiences. Students are expected to carry a minimum responsible teaching load equal to 50% of the regular teacher's assignment. Full time for one semester. *Either semester*

EDHM 556 Internship Practicum (6 credits)

Prerequisite: EDHM 550; EDHM 552 or EDHM 553

A minimum of 300 clock hours will be required in a 8-12 grade setting as a high school teacher. The experience must be less than full time but at least one-fifth time employment in the role for which licensure will be sought. Request for this course must be made to the department and the student teaching office.

EDHM 558 The Reflective Middle and High School Practitioner (3 credits)

Prerequisite: EDHM 550; EDHM 552 or EDHM 553

Note: This course may be taken concurrently with EDHM 554 or EDHM 556.

This capstone course focuses on the candidates meeting all of the competencies needed for Massachusetts Initial Licensure for teaching. In this experience they will closely examine their own classroom learning and teaching practices that are consistent with the constructivist theory of learning. They will reflect upon and demonstrate their knowledge of the best practices that address high standards and expectations, effective instruction, assessment and classroom management. Each candidate for Initial Licensure will complete his/her professional portfolio that clearly provides the evidence of achievement of the required performance outcomes.

EDHM 560 Special Topics (variable credit)

Prerequisite: Course prerequisites may be specified depending on the nature of the topic

Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. The course may be taken more than once.

Other Approved Courses:

ADED 505 The Adult Learner

ADED 506 Methods and Materials in Adult Learning

ADED 507 Program Design and Development for Adult Learning

EDUCATIONAL LEADERSHIP (EDLE) (also see EDHM)

EDLE 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

EDLE 503 Directed Study (3 credits)

Prerequisite: Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

EDLE 509 Seminar for Future Leaders (3 credits)

Prerequisite: Acceptance into the Educational Leadership Post Baccalaureate program

This course is the first in the accelerated licensure program in Educational Leadership. In the course, students will complete a portfolio in order to determine the number of credits (up to 9) that will be waived based on documentation presented to the Practitioner Panel. A maximum of two courses and half of the practicum can be waived based on prior leadership experience.

EDLE 510 Seminar on Educational Leadership for the Future (3 credits)

This course is the first course in the MEd program in Educational Leadership. To be admitted to the program, students must have completed this course or be concurrently enrolled. As an introductory course, one of the primary goals is to introduce students to major concepts and program strands that are developed in depth in subsequent courses. These include leadership theory applied to the educational setting, the nature of organizations, and key leadership skills such as decision-making, team building, empowering others, and fostering collaboration. Students will also begin their study of the change process, the dynamics of effective group process and ethical issues of school leadership. Finally, students will be introduced to the MEd program itself and encouraged to reflect on whether being an educational leader is something they really want to do. As part of the process, students will develop personal vision statements.

EDLE 511 Educational Leadership and Managerial Effectiveness (3 credits)

This course is designed to introduce prospective school leaders to the theory and practice of systems thinking as it is applied to organizational planning and development issues. School leaders need to know how to assess needs, establish priorities, set goals, allocate resources and develop and implement strategic plans in order to facilitate effective educational programs and practices. As importantly, they need to develop the ability to involve others in the development, planning and implementation phases of school improvement efforts. Major topics include systems thinking (concepts and strategies) and the principles of total quality management (T.Q.M) applied to the educational setting. The course also examines recent research on key topics.

EDLE 513 Special Topics in Educational Administration (1-3 credits)

Prerequisite: At least nine hours in educational administration or consent of the instructor. Additional prerequisites may be specified depending upon the nature of the topic.

Selected and timely topics in the various fields of emphasis pertaining to educational administration. The topics to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

EDLE 530 Research Applications for School Leaders (3 credits)

Future school leaders need to develop a solid foundation of understanding of the role of research in guiding and informing administrative practice and the habits of mind that foster inquiry and the active pursuit of school improvement. In this course students will study the major concepts and strands of research methodology and their applications in the school setting. They will also learn to become skilled consumers of educational research by reviewing and critiquing current research reports in-

volved school organizational and leadership issues. Finally, each student will develop a research proposal in a formal paper.

EDLE 561 Elementary School Administration (3 credits)

EDLE 562 High School Administration (3 credits)

EDLE 563 Middle School Administration (3 credits)

The application of general principles of school administration to the specific problems of the elementary, middle or high school. Emphasis is on curriculum development and program evaluation; personnel supervision and evaluation; goal setting, establishing priorities, allocating resources, facilitating the educational process in response to the needs of learners, teachers and the community; school law; budgeting; plant management; community education; human concerns including dealing in an equitable, sensitive and responsive manner with students, teachers, parents and the community.

EDLE 564 Selection and Development of Educational Personnel (3 credits)

Staff selection and development will be studied including theories and techniques of supervision, evaluative procedures to assess the effectiveness of programs and personnel, organizational characteristics of schools and strategies for institutional change, in-service education and personnel and program planning.

EDLE 565 School Finance and Business Administration (3 credits)

A study of the financial support for public schools from local, state and federal governments. Fiscal planning, budgeting, plant management, state and municipal financing, accounting and purchasing procedures, distribution of supplies and services, transportation and food service will receive attention.

EDLE 567 Human Concerns in the Schools (3 credits)

A study of theory, research and practice in the area of human relations in the school including public relations; clear and appropriate communication; and equitable, sensitive and responsive relations with students, teachers, parents and the community.

EDLE 568 Seminar in School Administration (3 credits)

Study and analysis of current problems and issues in school administration.

EDLE 569 Legal Aspects of School Administration (3 credits)

Legal rights, duties and liabilities of school personnel in general relationship to the school committee in Massachusetts will be studied. Intended for administrators, prospective administrators and classroom teachers interested in the legal aspects of school committees, school property, teaching contracts, labor relations and collective bargaining, tenure, prevention of injury and accidents to students, relationships with parents and a general survey of educational law cases at the local, state and national levels.

EDLE 572 Technology for School Administrators (3 credits)

New administrative software will be reviewed as each student becomes proficient in the use of a microcomputer. Students will also become familiar with educational uses of interactive

television, videodisk and hypercard. Distance learning and cooperative projects will also be addressed.

EDLE 578 Curriculum Improvement (3 credits)

Contemporary theories of curriculum design and evaluation are explored. Students are expected to develop an eclectic approach to curriculum improvement based upon those theories and upon contemporary organizational factors, including leadership and management. Material is presented relating to developing community education programs and to personnel and program planning.

EDLE 579 Diversity Issues for School Leaders (3 credits)

This course is designed to assist in the focusing of school administrators and leaders on issues of diversity and assessing how these issues will impact the total school community.

EDLE 580 Practicum in Administration of Special Education (3 or 6 credits)

EDLE 582 Practicum in School Business Administration (3 or 6 credits)

EDLE 583 Practicum in Supervisorship/Directorship (3 or 6 credits)

EDLE 584 Practicum in Elementary School Principalship (3 or 6 credits)

EDLE 585 Practicum in Middle School Principalship (3 or 6 credits)

EDLE 586 Practicum in High School Principalship (3 or 6 credits)

EDLE 587 Practicum in Superintendentcy/Assistant Superintendentcy (3 or 6 credits)

Prerequisite: Consent of department; formal application required
Students enrolled in a practicum for 3 credits must complete 200 hours of fieldwork. Those students enrolled in 6 credits of practicum must complete 400 hours of fieldwork. Students will be required to meet national competencies. Information outlining these competencies will be distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating practitioner. This course may be repeated once for a maximum of 6 credit hours.

EDLE 591 Seminar in School Administration: The Superintendentcy (3 credits)

Examination of major issues and problems confronting school superintendents. Students will be expected to study the relevant literature pertaining to school administration and prepare scholarly papers for class presentation.

EDLE 603 Directed Study in School Administration (3 credits)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the *School of Graduate Studies* section of this catalog.

EDLE 661 Effective School Leadership for Elementary Schools (3 credits)

EDLE 662 Effective School Leadership for Middle Schools (3 credits)

EDLE 663 Effective School Leadership for High Schools (3 credits)

These courses address principles of effective leadership and management for elementary, middle or high schools. Emphasis is on the role of the principal as an instructional leader and manager of change. Specific topics include goal setting, site based management, and team leadership as well as operational issues involving plant management, scheduling and fiscal administration. (Course restricted to cohort members)

EDLE 664 The Personnel Function of Public Schools (3 credits)

Staff selection and development will be studied in the context of the personnel function of public schools as well as techniques of clinical supervision. In addition, strategies such as peer coaching and microteaching, designed to enable the practitioner to promote effective teaching, will be examined. Students will assess the effectiveness of personnel and staff development program approaches as integral to long range organizational development. (Course restricted to cohort members)

EDLE 665 Fiscal Aspects of School Administration (3 credits)

This course deals with all aspects of the financing of public schools in Massachusetts and the implementation of Proposition 2 1/2, and the Educational Reform Act of 1993. Major topics include fiscal planning for technology, capital improvements and programs and services. Plant management, accounting, purchasing, transportation, food service and revolving accounts are covered in detail. (Course restricted to cohort members)

EDLE 667 Communication Between and Among School Stakeholders (3 credits)

Written and oral communication and interpersonal skills are studied and practiced in detail. Topics include sensitivity to all aspects of the audience, targeting the message, identifying power structures and opinion leaders and dealing with conflict and stress. The course addresses the articulation of the vision and mission of schools through the development of a communications plan. A range of community relations issues including working with the media, business partnerships, school councils and parental interactions are covered. (Course restricted to cohort members)

EDLE 669 Concepts and Cases in School Law (3 credits)

Constitutional, statutory, regulatory and contractual aspects of public schools are studied. The procedures and strategies for their development and the political implications of their implementation are discussed and analyzed through case studies. Massachusetts Reform Law and the development and implementation, monitoring and revision of school committee policies and procedures are main foci of this course. (Course restricted to cohort members)

EDLE 670 Certificate of Advanced Graduate Study (CAGS) Seminar (3 credits)

This course is the first course of the program. A major objective of this course is to challenge each student to examine his/her core values and to articulate a vision of public education for the future. The introduction of major concepts of leadership theory is a second major objective. Students study the changing nature of modern organizations and critical leadership skills, including

decision-making, team building and the fostering of collaboration in schools. In addition, each student will identify an area of "concern" in his/her district that can become the topic for the required leadership project. (Course restricted to cohort members)

EDLE 672 Technology for Administrators (3 credits)

This course will examine the many uses of technology in a school administrative setting. Attention will be given to using several computer software management programs, examining state and federal initiatives and guidelines concerning technology in K-12 education, creating administrative multimedia presentations and assessing personal strengths and weaknesses in the use of technology in school administrative roles. Discussions concerning the ethical use of technology in an educational setting will help clarify the role of school administrators as leaders in promoting student and faculty awareness of the proper use of information mediums. (Course restricted to cohort members)

EDLE 675 Research Issues in School Administration (3 credits)

School leaders have a responsibility to be reflective practitioners and to develop and instill in others; the habits of mind that foster inquiry and the active pursuit of school improvement. This course has three primary purposes: 1) to foster skillful and discriminating consumers of educational research; 2) to help participants understand the implications of research for school leaders; and 3) to enable each participant to complete first drafts of the background and significance and literature review of his/her leadership project. In the process, research methodologies and their applications in the school setting will be reviewed. (Course restricted to cohort members)

EDLE 677 Systems Planning for Educational Leaders (3 credits)

Successful educational planning and managerial strategies to assess and define needs, establish priorities, set goals, allocate resources, implement plans and facilitate the instructional process in response to the needs of learners, teachers and the community are explored. Major topics include systems thinking and planning and the principles of total quality management applied to the educational setting. Additionally, this course examines recent research on planning and organizational development in education. (Course restricted to cohort members)

EDLE 678 Curriculum Development and Program Management (3 credits)

This course focuses on the analysis of factors influencing curriculum design, research and reform, including the frameworks in Massachusetts, assessment and evaluation. Trends in curriculum theory and leadership role of administrators in curriculum alignment, instrumental planning, and program assessment are major topics. (Course restricted to cohort members)

EDLE 679 Practicum in School Business (3 or 6 credits)

EDLE 680 Practicum in Administration of Special Education (3 or 6 credits)

EDLE 683 Practicum in Supervisorship/Directorship (3 or 6 credits)

EDLE 684 Practicum in Elementary School Principalship (3 or 6 credits)

- EDLE 685 Practicum in Middle School Principalship (3 or 6 credits)**
EDLE 686 Practicum in High School Principalship (3 or 6 credits)
EDLE 687 Practicum in Superintendency/Assistant Superintendency (3 or 6 credits)
EDLE 688 Practicum in Directorship of Guidance (3 or 6 credits)
EDLE 689 Practicum in Directorship of Pupil Personnel Services (3 or 6 credits)

Students enrolled in a practicum for 3 credits must complete 200 hours of fieldwork. Those students enrolled in 6 credits of practicum must complete 400 hours of fieldwork. Students will be required to meet national competencies. Information outlining these competencies will be distributed at an orientation meeting. The practicum is jointly supervised by a college supervisor and a cooperating practitioner. This course may be repeated once for a maximum of 6 credit hours.

EDLE 681 CAGS Extern (3 credits)

All CAGS students must complete a leadership project that combines theory and practice and contributes to the knowledge base of educational practitioners. This course focuses on the implementation, documentation and reporting of the student leadership project. Participants, working under the guidance of the instructor, complete their projects and defend them in oral comprehensive examinations. Graded on a (P) Pass/(N) No Pass basis. (Course restricted to cohort members)

EDLE 682 CAGS Extern II (1 credit)

Prerequisite: EDLE 681

A continuation of EDLE 681. Students who do not complete their leadership project in EDLE 681 in an academic year will be required to register for EDLE 682 each semester thereafter (fall and spring) until the project is completed. Graded on a (P) Pass/(N) No Pass basis. (Course restricted to cohort members)

EDLE 691 The School Superintendency (3 credits)

This course explores topics related to the school superintendency, including the nature of the role itself, the skills and competencies needed to prosper in it, critical issues facing superintendents and schools and the dynamics of organizations and perspectives for understanding them.

Other approved courses:

- EDLE 515 Contract Administration for Educational Leaders**
EDLE 559 Administration of Community Education Program
EDLE 560 The American Public School Today
EDLE 566 School Plant Planning and Administration
EDLE 570 Contemporary Issues in School Administration
EDLE 576 Issues for Women Administrators

EDUCATION-MASTER'S CORE (EDMC)

EDMC 530 The Teacher as Researcher (3 credits)

This course is designed to provide graduate students in education with an introduction to the research process. Emphasis will be placed upon acquiring pragmatic skills that can be used throughout one's career. Students will be expected to read

and interpret statistical parts of standardized tests but not to be expected to run statistical programs. The course will stress the development of skills required for the critical evaluation of current research studies. Students are expected to become informed and critical consumers of research literature, and become familiar with the methods and technology surrounding scientific inquiry.

EDMC 531 The Standards-Based Classroom: Curriculum (3 credits)

This course focuses on constructivism and other key theories and concepts of curriculum design, development, and program evaluation in relation to national standards and the Massachusetts Frameworks. Curriculum issues and classroom applications will be studied in detail as well. As a final experience, students will work independently and collaboratively to present and defend a curriculum unit that is relevant to their area of licensure.

EDMC 532 The Teacher as Leader: From Issues to Advocacy (3 credits)

This course addresses the critical social, economic, political and sociocultural issues challenging educators and society today. Issues are examined from a variety of vantage points, including theoretical underpinnings, research findings, and the position taken by professional organizations. Students are expected to articulate a personal position on critical issues and to practice school leadership and community advocacy on issues of concern.

EDMC 533 The Standards-Based Classroom: Instruction and Assessment for Diverse Learners (3 credits)

This course focuses on effective, differentiated instruction as well as on the purposes of educational assessment, both formal and informal. Current trends in instructional strategies and assessment as related to diverse learners and to effective classroom management will be examined in detail.

EDMC 538 The Professional Teacher (3 credits)

Prerequisite: EDMC 530, EDMC 531, EDMC 532, EDMC 533

This course is designed to be the capstone course taken at the end of the student's program. This course addresses the changing context of teaching in view of the BSC Conceptual Framework, mentoring, peer coaching, and the national standards for professional teachers. Students will analyze the impact of educational reform efforts aimed at improving the teaching, learning and professional development of teachers in the educational environment. Reflective practice and written communication are key components of the course.

ELEMENTARY EDUCATION (ELED)

ELED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic infor-

mation and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ELED 200 Introduction to Computers for the Elementary School Classroom (3 credits)

Designed as a computer literacy course for K-6 pre-service teachers, in-service teachers and supervisory personnel. The course covers the history, capabilities, role and literacy in computer education. Early childhood and elementary school applications are to be explored in a computer laboratory setting. No prior knowledge or experience with computers is assumed. *Either semester*

ELED 220 Introduction to Elementary Education (3 credits)

This foundations course examines elementary education (grade 1 through grade 6) from a variety of perspectives including historical, sociocultural, and developmental. A 40-hour, field-based experience is attached to this course. This field-based experience is used to contextualize topics and issues including typical and atypical child development, learning theories, diversity, developmentally-appropriate practices, teaching models and approaches, professional teaching standards, and critical issues related to teaching and child growth and development. This course prepares students to apply for admission into Bridgewater's teaching licensure program.

ELED 250 Foundations of Reading (3 credits)

Prerequisite: ELED 220 or ECED 230

This course will explore topics identified by the Foundations of Reading MTEL™ (Massachusetts Test for Educational Licensure) and other tests that measure knowledge related to reading and language development. MTEL objectives will be emphasized, supported by content from the five areas of the Put Reading First Initiative: Phonemic Awareness, Phonics, Vocabulary, Fluency, and Comprehension. Teacher candidates may enroll in this course prior to being admitted to the Professional Education courses and professional courses. (Formerly ELED 320)

ELED 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ELED 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ELED 300 Elementary Art Methods (.5 credit)

Prerequisite: Admission to the Professional Education Program

An introduction to methods and materials in art for the elementary teacher. Art projects typical of those done by children in grades K-6 are produced. Classroom management, bulletin board design and lesson introduction techniques are explored. Graded on a pass/fail basis. *Either semester*

ELED 310 Teaching Science and Social Studies in the Elementary School (3 credits)

Prerequisite: Admission to the Professional Education Program

This course will examine the development of current curriculum that will influence the teaching of science and social studies. Emphasis will be placed on the methodologies of these disciplines with a strong focus on cooperative learning, assessment and hands-on science.

ELED 330 Teaching Reading in the Elementary School (3 credits)

Prerequisite: Admission to the Professional Education Program

A consideration of the teaching/learning processes involved in the acquisition of literacy: modeling teacher-child interactions and independent exploration. Careful monitoring of pupil progress and appropriate interventions are emphasized. *Either semester*

ELED 340 Teaching Language Arts in the Elementary School (3 credits)

Prerequisite: Admission to the Professional Education Program

Strategies in the elementary school to enhance the communication skills of reading, writing, listening and speaking through pupil involvement in purposeful communication will be stressed. Special emphasis will be given to the teaching of writing and to the development of thinking skills through questioning. *Either semester*

ELED 350 Teaching Mathematics in the Elementary School (3 credits)

Prerequisite: Admission to the Professional Education Program

Examining the purpose and content of the contemporary elementary school mathematics curriculum, this course emphasizes how children learn mathematics, a wide variety of teaching procedures and instructional materials, evaluation

techniques for use in the classroom and pedagogical methodology for individualization. Designed also to create awareness of affective experiences in the teaching/learning process of elementary school mathematics. *Either semester*

ELED 355 International Study Tour in Elementary Education (3 credits)

Prerequisite: Acceptance through the International Programs Office
This course will offer students a chance to examine educational structures, policies and institutions of diverse societies, and the influence of education on the different aspects of those societies. The travel study tour will begin with pre-travel planning at BSC where students have the opportunity to study the destination's educational system and related issues. Course contact will vary depending on faculty and topic selected, as will the specific content requirements and instructional strategies.

ELED 360 Teaching in a Standards-based, Inclusive Elementary Classroom (3 credits)

Prerequisite: Admission to the Professional Education Program
This course explores ways to plan, teach and assess in a standards-based, inclusive classroom. Topics include standards-based curriculum development, constructivism, education evaluation, and assessment (including the design of a professional teaching portfolio). Classroom-based "inclusive" models and teaching strategies, and professional teaching standards will be examined. *Either semester*

ELED 362 Methods and Materials in Elementary Art (3 credits)

Prerequisite: Admission to the Professional Education Program
The objective of art education, role of the classroom teacher, developmental stages in the creative growth of children; materials, processes, tools and teaching procedures which will foster this growth at the various grade levels; correlation of art with other subject fields and evaluation of student progress. *Offered evenings and summers only*

ELED 441 Methods and Materials in Outdoor Education for the Elementary Teacher (3 credits)†

New trends and practices in elementary curriculum and methods in outdoor education will be explored in a natural setting. Analysis of different approaches to curriculum construction, teaching procedures, integration of material to classroom and school setting will be implemented. *Offered evenings and summers only*

ELED 450 Elementary School Curriculum (3 credits)†

Roles of the administrator, the teacher, the parent and the child in the development of the changing curriculum in the elementary school. Use of action research, in-service training, innovations for curriculum improvement, school organizations, team teaching, the non-graded school, individualized instruction, the reevaluation of objectives and democratic values. *Offered evenings and summers only*

ELED 452 Methods and Materials in Elementary Education (3 credits)†

Prerequisite: Admission to the Professional Education Program

†May be taken for graduate level credit.

Effective ways of vitalizing the teaching/learning process through teacher-pupil planning, participation and evaluation. Emphasis on creative teaching and the individualized approach. Materials and strategies are examined in the light of current issues. *Offered evenings and summers only*

ELED 457 Strategies for Managing Classroom Behavior (3 credits)†

This course will assist education students in developing their skills in classroom management. Consideration will be given to successful management models and teaching strategies as they apply to the developmental levels of children. *Offered evenings and summers only*

ELED 490 Supervised Teaching in the Elementary Schools: Art (6 or 12 credits)†

Prerequisite: Acceptance into student teaching
Supervised experiences in classroom art activities. Experiences gained in teaching techniques, materials, individual differences, and classroom management. Supervision by the cooperating teacher and college supervisor. Full time for one quarter. *Either semester*

ELED 491 Internship in Elementary Education (12 credits)†

Prerequisite: Employment in a host school system; completion of all School of Education and Allied Studies and Departmental requirements; approval by the Department (including site and mentor)
An internship is a supervised experience for one semester (at least 400 clock hours). To be eligible for an internship a candidate must be employed by the school system and be in the role of elementary classroom teacher. During this internship a candidate will gain experience and refine his/her skills as a classroom teacher. Interns will have a qualified, on-site mentor and will be supervised by the college. A candidate must demonstrate his/her competencies for initial teaching licensure and complete documentation requirements.

ELED 492 Supervised Teaching in Public Schools: Elementary (12 credits)†

Prerequisite: Acceptance into student teaching
This student-teaching practicum is a supervised experience for one semester. Candidates are assigned by the School of Education and Allied Studies to an appropriate elementary-school classroom (grades 1-6) where they will work to develop and refine their teaching skills. Candidates will have the opportunities to observe students and classrooms, design curriculum, practice effective classroom-management techniques, utilize contemporary teaching strategies and differentiate instruction to meet the needs of all learners. Candidates will be coached and supervised by a qualified, on-site cooperating practitioner and a faculty member of the elementary and early childhood department. Candidates are required to attend periodic seminars on educational topics relevant to the student teaching experience. A candidate must demonstrate his/her competencies for initial teaching licensure and complete all departmental requirements. *Either semester*

ELED 498 Internship in Elementary Education (3-15 credits)

Prerequisite: Consent of the department; formal application required
Off-campus experience in an area related to the major. In-depth exposure to educational programs, centers and institutions. This internship does not lead to teacher licensure.

ELED 499 Directed Study in Elementary Education (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

ELED 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ELED 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ELED 510 Fundamentals of Elementary Education (3 credits)

This course is intended to be an introductory course at the Graduate Level for candidates seeking initial Licensure as an Elementary Teacher (Grades 1-6). The course is designed to offer students an understanding of numerous relevant topics in education, for example, the foundations of education as it relates to student learning, effective instructional practices and appropriate accommodations for diverse learners, classroom management models, lesson plan models, diversity and exceptionalities, technological applications for the elementary classroom, and resources for practicing teachers. The course is also designed to help students make an informed decision as to their choice of becoming an elementary teacher. During a 40 hour pre-practice experience, aspiring teachers grow as professional educators as they interact with teachers and children, confirming their choice as an elementary educator. *Fall and spring semester and summer session I*

ELED 511 Theory and Practice in Teaching Reading (3 credits)

Prerequisite: ELED 510 or ECED 510 and admission to the Professional Education Program

A thorough explanation is given of the social-psycho linguistic view of reading and its practical application in the elementary classroom. The acquisition of literacy will be explored through alphabetic principle, guided reading techniques, self-monitoring, teacher-child interactions and a variety of assessments. Students will design, implement and reflect on research-based elementary level reading lessons. The English/Language Arts Curriculum Framework will serve as a guide for classroom instruction.

ELED 512 Theory and Practice in Teaching Language Arts (3 credits)

Prerequisite: ELED 510 and admission to the Professional Education Program

Explorations of language development and acquisition, writing processes and strategies, a variety of genres, motivational techniques and assessment tools will focus around integral components of the Language Arts Program. Effective literacy teach-

ing techniques and strategies will be modeled and explained. Students will design, implement and reflect on research-based elementary language arts lessons. The Massachusetts English/Language Arts Framework will be used as a guide to instruction within the elementary classroom.

ELED 513 Mathematical Applications for the Classroom (3 credits)

Prerequisite: ELED 510 or ECED 510 and admission to the Professional Education Program

Teaching in the context of current research about how children learn mathematics, this course helps participants develop an understanding of what it means to do mathematics. Participants will explore and experience ways math can be taught through problem-solving that develops both concepts and procedures. The Massachusetts State Frameworks and National Standards will be considered.

ELED 514 Exemplary Practice in Science and Social Studies Classrooms (3 credits)

Prerequisite: ELED 510 or ECED 510 and admission to the Professional Education Program

Students in this class will examine the science content and process, which lead to inquiry teaching and learning in the global society. Emphasis will be placed on the acquisition of scientific literacy and global understanding for all students. The Massachusetts State Frameworks and National Standards will be considered. The course will prepare beginning teachers to bring innovation and excellence to all students in diverse classrooms.

ELED 515 Differentiating Instruction: Creating Inclusive Classrooms (3 credits)

Prerequisite: ELED 510 and admission to the Professional Education Program

By participating in in-class and out-of-class experiences and by reviewing the literature related to child development, research-based instructional and assessment practices, and other related topics relevant to differentiating instruction, including child-study procedures and current laws, teacher candidates will be able to use assessment to guide classroom practices and instructional supports to differentiate instruction for all learners.

ELED 520 The Changing Context of Teaching: Mentoring, Clinical Supervision and Peer Coaching (3 credits)

Prerequisite: Open to experienced teachers

The purpose of this course is to study the changing context of teaching in view of mentoring, clinical supervision and peer coaching. Students will analyze the impact of educational reform efforts aimed at improving teaching and learning that highlight mentoring as a key component of the professional development of teachers. The Principles of Effective Practice and the Curriculum Frameworks will be the foundation for thinking about effective teaching strategies. Students will observe peers teaching lessons and analyze those lessons using the Principles of Effective Practice and Curriculum Frameworks. Course participants will learn how to plan and conduct a pre-observation conference and a post-observation conference. In addition, students will study the problems and issues related to mentoring.

ELED 530 Enhancing Language Skills in the Classroom (3 credits)

The intent of the course will be to: 1.) heighten teacher perception of communication potential in the classroom, 2.) suggest techniques for the use of language skills as the vehicle in all content areas, 3.) assist the teacher in the design of materials to fit special needs of the classroom, 4.) aid the teacher in the classroom implementation of the designed materials.

ELED 551 Discovering Science: Current Elementary School Science Programs (3 credits)

Prerequisite: ELED 460 or consent of the instructor

Provides students with opportunities to explore the philosophy, psychology, materials and methods of implementation of the inductive programs for elementary science and to participate in a curriculum development process. Most resource materials used originate in current elementary science programs—Elementary Science Study, Science: A Process Approach, and the Science Curriculum Improvement Study.

ELED 552 Advanced Methods for Teaching Science and Social Studies: Theory into Practice (3 credits)

Based on the work of Project PALMS (Partnership Advancing Learning of Mathematics and Science), this course will focus on improving the way science and social studies are taught and learned in elementary school classrooms. Modules will include: constructivism; strategies for teaching using inquiry-based approaches; developing “hands-on” science and social studies materials; using technology in science and social studies; new, alternative strategies for assessment; understanding and using the new curriculum framework and national standards for both science and social studies education. Teachers will develop advanced teaching strategies that encourage students to develop “process skills” including critical graphing skills and other skills associated with the scientific inquiry. With these skills, elementary school students will be able to achieve the goals of scientific literacy and responsible citizenship.

ELED 554 Graduate Seminar in Elementary Education (3 credits)

Prerequisite: Completion of all required Med courses

An integration of formal study, current research and personal experience. Each student will make an extensive study of a significant problem in elementary teaching.

ELED 560 Special Topics in Elementary Education (variable credit)

Prerequisite: Course prerequisite may be specified depending upon the nature of the topic

Special topics of current relevance in elementary education will be offered from time to time. The topic to be addressed will be announced in preregistration publications. May be taken more than once with the consent of the adviser.

ELED 566 Technological Applications for Education (3 credits)

This course offers the participant the opportunity to become technologically literate and to be able to create a classroom environment, which allows new tools to be used for teaching and learning. An additional goal of the course is to allow the participant to work with information storage and retrieval materials

linked to the curriculum in non-threatening, understandable and applicable ways.

ELED 567 Contemporary Teaching Techniques for Mathematics (3 credits)

Prerequisite: ELED 350

Along with creating a comfortable mathematics environment, this course considers how to assist the student in problem-solving processes, appraisal of current mathematical programs, diagnosing computational error patterns, integrating the computer into the mathematics curriculum. Other selected topics are explored in light of current mathematical standards and trends.

ELED 571 International Study Program in Elementary Education (3 credits)

Prerequisite: Consent of International Programs Department

This course will offer BSC students a chance to examine educational structures, policies, and institutions of diverse societies, and the influence of education on different aspects of those societies. The travel study abroad program will begin with pre-travel planning at BSC where students have the opportunity to study the destination’s system and related issues. Course content will vary depending on faculty and topic selected, as will the specific content requirements as long as BSC requisites are followed. Each course will use a variety of instructional strategies, once again depending on their professor’s intentions, goals for the students and resources available in-country. This course is repeatable for credit.

ELED 573 Developing Elementary School Curriculum (3 credits)

This course will organize its members into a curriculum committee and will, by democratic group process, prepare an elementary curriculum guide for a specific subject or subject area. Most of the resource materials used in the guide will originate in various current elementary programs. Each participant will receive a copy of the finished guide.

Other Approved Courses:

- ELED 100 Effective Reading
- ELED 101 Speed Reading
- ELED 331 Developmental Reading in the Secondary School
- ELED 333 Strategies of Teaching Reading in the Middle School
- ELED 341 Strategies of Teaching Language Arts in the Middle School
- ELED 351 Improving Mathematical Instruction in the Elementary School
- ELED 353 Strategies of Teaching Mathematics in the Middle School
- ELED 370 Kindergarten Theory and Methods
- ELED 371 The Preschool
- ELED 373 Helping Children to Write Creatively
- ELED 390 Field Based Practicum
- ELED 420 Educational Measurement
- ELED 435 Teaching Study Skills and the Uses of Reading
- ELED 436 Remedial Reading/Techniques for Classroom Teachers
- ELED 442 Methods and Materials in Outdoor Education II
- ELED 454 Seminar in Elementary Education
- ELED 455 Drug Education for the Elementary School Teacher

- ELED 456 Current Issues in Elementary Education
- ELED 460 Methods and Materials in Elementary Science
- ELED 470 Methods and Materials in Elementary Social Studies
- ELED 473 Improving Elementary School Social Studies
- ELED 494 Supervised Teaching in the Elementary School—Music
- ELED 556 Curriculum for the Gifted Child in Elementary Schools
- ELED 565 Math Anxiety: Theories and Principles for Elementary School Personnel
- ELED 568 Systematic Training for Effective Teaching
- ELED 572 Strategies of Teaching Reading in the Middle School
- ELED 580 LOGO for the Microcomputer in the Elementary Classroom
- ELED 584 Educational Software Development: Files
- ELED 590 Advanced Research Topics in Computer Education for the Elementary School
- ELED 592 Practicum: Elementary Education
- ELED 593 Internship: Elementary Education

ENGLISH (ENGL)

Successful completion of ENGL 101, ENGL 102 (or their equivalent) is a prerequisite to all other English courses.

Placement into FRSK 101, ENGL 101 or ENGL 102 is dependent upon the student's performance on the English Placement Test.

ENGL 101 Writing I (3 credits)

Prerequisite: Placement Test

By intensive practice in composing short expository essays, the writer explores various techniques for discovering, developing and organizing ideas. Special attention will be given to mastering essential skills appropriate to academic writing. (CWR1)

ENGL 102 Writing II (3 credits)

Prerequisite: ENGL 101 or Placement Test

Continuing to develop essential skills, the writer learns and practices various techniques of argumentation. Special attention will be given to learning basic research skills and to integrating the ideas of others into one's own text. Emphasis is on longer and more substantive essays and a research paper. (CWR2)

ENGL 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor and ENGL 102

Freshman Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is 12. Topics vary from semester to semester. *ENGL 135 fall semester, ENGL 136 spring semester*

ENGL 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses

that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ENGL 200 Personal and Public Writing (3 credits)

Prerequisite: ENGL 102

This intermediate composition course provides students with additional instruction in sentence and paragraph structure. Through reading and writing assignments involving literacy narratives, interviews, case studies, and ethnographies, students move from written explorations of personal experience to academic or professional analysis of this experience.

ENGL 201 Technical Writing I (3 credits)

Prerequisite: ENGL 102

Emphasis on writing with practical applications, such as summaries, abstracts, outlines, proposals, interviews, progress reports and a guided research paper. Subject matter is often drawn from the students' own disciplines.

ENGL 202 Business Communication (3 credits)

Prerequisite: ENGL 102

The course develops competence in recognition and production of business summaries and abstracts, memoranda and letters and reports. Concerns of style, tone, arrangement, format and information levels are treated in the context of various explicit and implicit management structures.

ENGL 203 Writing About Literature (3 credits)

Prerequisite: ENGL 102

This course will help students develop the skills needed for writing papers in upper-level literature courses. By reading, discussing and writing about works in various genres, students will learn what sorts of questions are likely to generate insight into a work of literature, how to develop and support such insights in a paper, how to distinguish a valid from an invalid interpretation, and how to use the specialized terminology associated with each of the major genres.

ENGL 204 Responding to Writing (1 credit)

Prerequisite: ENGL 102 and consent of the Director of the Writing Studio

This course teaches students to negotiate the demands of responding to writers and their work face-to-face and one-on-one, with an emphasis on collaborative learning techniques, writing processes, interpersonal dynamics and rhetorical analysis. This course is repeatable to three credits.

ENGL 211 Literary Classics of Western Civilization to 1600 (3 credits)

Prerequisite: ENGL 102

Major works of Western literature from ancient times through the Renaissance are studied. The course encompasses diverse literary forms and themes through such works as the Bible, Ho-

meric epic, Greek drama, The Divine Comedy and a Shakespearean play. (CHUM; CGCL; CWRT)

ENGL 214 The Classical Tradition (3 credits)

Prerequisite: ENGL 102

Major Greek and Roman writers in Modern English translation are studied. Included will be such figures as Homer, Sophocles, Plato, Euripides, Cicero and Virgil. (CHUM; CGCL; CWRT)

ENGL 221 Major British Writers to 1800 (3 credits)

Prerequisite: ENGL 102

Representative works by major British writers from the Anglo-Saxon period through the 18th century are studied, including such figures as Chaucer, Shakespeare, Milton, Donne, Pope and Swift. (CHUM; CWRT)

ENGL 222 Major British Writers since 1800 (3 credits)

Prerequisite: ENGL 102

Representative works by major British writers of the 19th and 20th centuries are studied, including such figures as Wordsworth, Keats, Tennyson, Dickens, Shaw, Yeats, Eliot, Woolf and Joyce. (CHUM; CWRT)

ENGL 228 Fiction Writing Workshop (3 credits)

Prerequisite: ENGL 102

Class members will study the art and craft of fiction writing through the reading and discussion of published stories and stories written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of, and written responses to student produced fiction. This course may be repeated once for credit.

ENGL 229 Poetry Writing Workshop (3 credits)

Prerequisite: ENGL 102

Class members will study the art and craft of poetry writing through the reading and discussion of published poems and poems written by students. The goal of this course is to improve writing through careful reading and reflection, thoughtful discussion of and written responses to student produced poetry. This course may be repeated once for credit.

ENGL 230 Creative Writing (3 credits)

Prerequisite: ENGL 102

Problems of invention, composition, form and style solved through frequent practice and criticism of professional and student models and anecdotal evidence of professional writers. May be offered in short fiction, poetry or drama and repeated once for credit.

ENGL 231 Major American Writers to 1865 (3 credits)

Prerequisite: ENGL 102

Representative works by major American writers from the 17th century through the Civil War are studied. Included are such figures as Franklin, Poe, Emerson, Hawthorne, Melville and Whitman. (CHUM; CWRT)

ENGL 232 Major American Writers since 1865 (3 credits)

Prerequisite: ENGL 102

Major American writers from the Civil War to the present are studied including such figures as Twain, Dickinson, James, Frost, Hemingway and Faulkner. (CHUM; CWRT)

ENGL 233 Introduction to the African-American Novel (3 credits)

Prerequisite: ENGL 102

African-Americans have distinguished themselves artistically in many modes of expression, but perhaps none as profoundly as the novel. Tracing the development of this tradition that began before slavery's end, students will read the works of writers such as Hannah Crafts, Zora Neale Hurston, Richard Wright, Ralph Ellison, Alice Walker, and Toni Morrison. The course will present these novels not only in their historical and cultural contexts but also in the evolving narrative tradition of African-American writers. Students will understand better how the human questions posed by familiar American authors are also explored by African-American novelists. (CHUM; CMCL; CWRT)

ENGL 241 Shakespeare (3 credits)

Prerequisite: ENGL 102

This general introduction to Shakespeare's plays is set against the background of his time and includes a detailed study of representative tragedies, comedies and histories. (CHUM; CWRT)

ENGL 251 Literary Themes (3 credits)

Prerequisite: ENGL 102

Major literary texts are examined from the perspective of a common theme. In a given semester the course might concern itself with love, the family, madness, law, nature (as examples of particular themes) to illustrate how writers from diverse cultures and/or historical periods working with different genres shape imaginative responses to enduring themes. This course may be repeated for different topics. (CHUM; CWRT)

ENGL 252 Literary Types (3 credits)

Prerequisite: ENGL 102

Major literary texts are examined from the perspective of one genre or type and focus in a given semester on the novel, drama, poetry, short story and biography. Works from diverse cultures and/or historical periods will be used to illustrate how conventions of type or genre shape a writer's discourse. This course may be repeated for different topics. (CHUM; CWRT)

ENGL 253 Non-Western Literature (3 credits)

Prerequisite: ENGL 102

This course introduces the student to the fiction, poetry and drama of the non-Western world. The works to be studied are chosen both for their literary qualities and for insight into different social contexts and cultural conditions. (CHUM; CGCL; CWRT)

ENGL 254 Literature for Elementary Education Majors (3 credits)

Prerequisite: ENGL 102

Literary texts from diverse cultures and historical periods will be examined in the context of either a common theme or a single literary genre. Representative works for British, American and world literature in translation will be used to practice techniques of close Reading and to develop an understanding both of literary form and technique. Special attention will be given to the manner in which literature reflects the beliefs and values of its historical context. The student will learn various ways of talking and writing about literature. (Designed for non-English major Elementary Education students.) (CHUM; CWRT)

ENGL 261 Film Study: Introduction to the Art (3 credits)

Prerequisite: ENGL 102

Major American and foreign films and directors from the silent era to the present are evaluated to develop critical awareness and esthetic appreciation of film as an art form. In addition, film viewing, readings in film theory, interpretation and criticism are required.

ENGL 262 Film Study: Literature and Film (3 credits)

Prerequisite: ENGL 102

Adaptations of literature into film will be evaluated to develop an understanding of the narrative demands of both genres. Viewing and reading works in both media will be required.

ENGL 280 The Journalistic Essay (3 credits)

Prerequisite: ENGL 102

Students will write nonfiction prose with an emphases on developing characters, settings, scenes, and point of view. Projects may include travel essays, reviews, biography, and other human interest pieces. The course also introduces students to the foundations of the writer's workshop.

ENGL 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: ENGL 102 and consent of the instructor

Sophomore Honors Colloquia in English allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. ENGL 286, Fall semester, ENGL 287 Spring semester

ENGL 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ENGL 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ENGL 300 Teaching English as a Second Language (3 credits)

Theoretical, historical and practical considerations of the teaching of English as a second language.

ENGL 301 Writing and the Teaching of Writing (3 credits)

Prerequisite: ENGL 102

Designed for prospective teachers, the course undertakes an investigation of current research in creativity and the writing process with application made to the student's own writing, school curriculum and good teaching practice.

ENGL 302 Technical Writing II (3 credits)

Prerequisite: ENGL 102 and ENGL 201

Writing in-depth reports requires sophisticated data gathering and analysis. Specific attention is paid to audience analysis and formatting.

ENGL 305 History of the English Language (3 credits)

Prerequisite: ENGL 102

This course traces the origins and development of English from the Anglo-saxon period to the present as well as examining different varieties of English spoken around the globe.

ENGL 309 Early American Literature, Beginnings to 1820 (3 credits)

Prerequisite: ENGL 102

This course begins with the first colonization of the Americas and stretches beyond the Revolution to the early national period and the beginnings of Romanticism. The full range of early American writing is covered, including poetry, drama, fiction and autobiography, as well as English language texts of Native Americans. Authors such as Anne Bradstreet, Alaudah Equiano, Benjamin Franklin and Washington Irving will be explored.

ENGL 312 Modern British Fiction (3 credits)

Prerequisite: ENGL 102

This course focuses on earlier 20th century British novelists such as Conrad, Forster, Lawrence, Joyce and Woolf.

ENGL 315 Ethnic American Literature (3 credits)

Prerequisite: ENGL 102

This course will focus on American writers representing a diverse range of racial, ethnic, economic, cultural, political and historical perspectives. In addition to identifying and discussing literary terms and techniques, we will examine a number of literary genres. We will explore concepts and themes such as im-

migration and assimilation, family dynamics, the intersections of race, gender, class and sexuality, and the relationship between personal and political realms. The reading list may include writers such as Sherman Alexie, Julia Alvarez, David Henry Hwang, and Jamaica Kincaid.

ENGL 317 African-American Literature I (3 credits)

Prerequisite: ENGL 102

Students will survey writings in African-American literature from its inception through 1954, the year of the landmark *Brown v. Board of Education* ruling that outlawed segregation. Studying distinguished writers of poetry, drama, essays, narratives and prose fiction, students will attend to the historical, cultural and political contexts in which the works were produced.

ENGL 318 African-American Literature II (3 credits)

Prerequisite: ENGL 102

Many of the freedoms and rights that African-Americans enjoy today began with the historic 1954 *Brown vs Board of Education* ruling that outlawed segregation. Starting with this pivotal time in American history and continuing to the present, students will survey African-American poetry, drama, essays, narratives and prose fiction with close attention paid to their historical, political and cultural contexts.

ENGL 320 Chaucer (3 credits)

Prerequisite: ENGL 102

This course provides an introduction to Chaucer's poetry and Middle English through readings in *The Canterbury Tales*.

ENGL 321 The Age of Pope 1660-1740 (3 credits)

Prerequisite: ENGL 102

The course surveys the literature of the early 18th century with emphasis on the works of Pope, Swift, Gay, Addison and Steele.

ENGL 322 The Age of Johnson: 1740-1800 (3 credits)

Prerequisite: ENGL 102

The course examines the writings of several major 18th century figures, such as Johnson, Boswell, Fielding, Richardson, Goldsmith and Burney.

ENGL 323 Introduction to Linguistics (3 credits)

Prerequisite: ENGL 102

The course focuses on the generative-transformational theory of syntactic structure as applied to the English language. It includes selected readings on various aspects of linguistics.

ENGL 327 Women Writers: The Female Tradition to 1900 (3 credits)

Prerequisite: ENGL 102

This course traces the history and development of a female literary tradition among English-speaking women writers. The dominant stages, images and themes and genres within this tradition will be explored through the work of writers such as Bradstreet, Killigrew, Wheatley, Wollstonecraft, Dickinson, Eliot, Browning, Rossetti, Gilman and Chopin.

ENGL 328 Women Writers: The Female Tradition since 1900 (3 credits)

Prerequisite: ENGL 102

English-speaking women writers in the female literary tradition developed a number of dominant themes in a range of literary

genres. The accomplishment of 20th century women authors will be shown through such writers as Lowell, Woolf, Wharton, Porter, Hellman, Brooks, Lessing, Plath, Oates, Atwood and Morrison.

ENGL 329 Modern American Fiction (3 credits)

Prerequisite: ENGL 102

This course examines modern American fiction, focusing on such writers as Fitzgerald, Hemingway, Faulkner, Cather, Anderson and Lewis.

ENGL 330 Recent American Fiction (3 credits)

Prerequisite: ENGL 102

This course includes short fiction and the novel since 1945, and focuses on writers such as Bellow, Didion, Mailer, McCarthy, Oates, Roth, Tyler, Updike and Walker.

ENGL 331 U.S. Literature in the Nineteenth Century I (3 credits)

Prerequisite: ENGL 102

This course analyzes selected readings in such writers as Cooper, Hawthorne Poe, Emerson, Thoreau, Whitman and Dickinson.

ENGL 332 U.S. Literature in the Nineteenth Century II (3 credits)

Prerequisite: ENGL 102

This course focuses on the novels and tales of Melville, Twain, Hawthorne and James.

ENGL 333 Realism and Naturalism (3 credits)

Prerequisite: ENGL 102

At the turn of the century, American literature reflects the decline of rural life and the rise of the city. The growth of industry and mechanization led to questions about human nature and democratic values. The consequent human experiences of displacement, alienation and injustice can be seen in the literature from Howells to Wright.

ENGL 338 Honors Tutorial (3 credits each semester)

Prerequisite: ENGL 102 and consent of the department

This tutorial involves special topics in English. It is open to Commonwealth and Departmental Honors students and meets for three hourly meetings weekly.

ENGL 340 Literature of the English Renaissance (3 credits)

Prerequisite: ENGL 102

This course examines the non-dramatic literature of the Age of Shakespeare including the works of Sidney, Spenser, Nashe, Marlowe, and Drayton. Textual analysis is emphasized, but the historical, social, and cultural background of this period is also considered.

ENGL 341 Literature of the Continental Renaissance (3 credits)

Prerequisite: ENGL 102

This course surveys representative works of Petrarch, Boccaccio, Machiavelli, Erasmus, Castiglione, Rabelais, Cellini, Montaigne, Cervantes, and Ronsard representing prevailing literary themes and techniques.

ENGL 342 Shakespeare: Histories and Comedies (3 credits)

Prerequisite: ENGL 102

This course provides examples of Shakespeare's art in dominant Renaissance dramatic forms and with some of his recurring thematic concerns. In addition, study of the histories and comedies demonstrates Shakespeare's growth in the dramatic use of language. Plays for study will include The Comedy of Errors, Two Gentlemen of Verona, Much Ado About Nothing, As You Like It, Twelfth Night, Richard III, Richard II, Henry IV, Parts I and II and Henry V.

ENGL 343 Shakespeare: Tragedies and Late Plays (3 credits)

Prerequisite: ENGL 102

This course offers studies in the various dimensions of the tragic vision of man. In addition, study of the late plays provides the student with examples of dramatic works that proceed beyond the tragic dimension. Selected plays will include Hamlet, King Lear, Othello, Macbeth, Antony and Cleopatra, Measure for Measure, The Winter's Tale and The Tempest.

ENGL 346 Southern Literature (3 credits)

Prerequisite: ENGL 102

This course focuses on the personal, cultural, and social dimensions of southern literature in works by William Faulkner, Tennessee Williams, Zora Neale Hurston, Flannery O'Connor, Eudora Welty, Alice Walker, and William Styron.

ENGL 350 Recent British Fiction (3 credits)

Prerequisite: ENGL 102

This course focuses on British fiction since 1945. Writers to be studied may include Golding, Graves, Lessing, Murdoch, Greene, Ballard and Powell.

ENGL 353 Modern European Drama (3 credits)

Students will study the main forces in Modern European drama starting with Ibsen.

ENGL 354 Twentieth-Century British Drama (3 credits)

Prerequisite: ENGL 102

The course surveys British drama from Oscar Wilde to the present. Attention may be given to the crucial role that continental dramatists such as Ibsen, Chekhov, and Brecht played in re-energizing the British Theater. There will be emphasis on plays from the modern period as well as contemporary works. Playwrights studied may include Oscar Wilde, George Bernard Shaw, John Osborne, Samuel Beckett, Harold Pinter, Tom Stoppard, and Caryl Churchill.

ENGL 356 Modern American Drama (3 credits)

Prerequisite: ENGL 102

From social dramas and morality plays to the theater of the absurd, modern drama develops a range of themes and techniques reflective of the age. Focus will be on such playwrights as Odets, Wilder, Saroyan, O'Neill, Hellman, Williams, Hansberry, Miller, Baldwin, and Albee.

ENGL 357 Recent American Drama (3 credits)

Prerequisite: ENGL 102

The experimentation in contemporary American plays will be

explored in such writers as Mamet, Howe, Rabe, Wasserstein, Norman, Shepard, Guare, Henley, Wilson, Hwang, and McNally.

ENGL 360 The English Novel I (3 credits)

Prerequisite: ENGL 102

The course traces the development of the English novel from Defoe to Austin and includes writers such as Richardson, Fielding, Smollett, Sterne, and Scot.

ENGL 361 The English Novel II (3 credits)

Prerequisite: ENGL 102

The course traces the development of the English novel from Austen to Hardy and includes such writers as Dickens, the Brontës, Thackeray, Eliot, Trollope, and Conrad.

ENGL 365 Victorian Prose and Poetry (3 credits)

Prerequisite: ENGL 102

The major emphasis is placed on the poetry of Tennyson, Browning and Arnold, but the works of other 19th century poets such as Hopkins and Hardy will also be read and discussed. The essays of Carlyle, Ruskin, Arnold, Newman, Huxley and others are studied in conjunction with the poetry.

ENGL 367 English Literature of the Late Victorian and Edwardian Periods (3 credits)

Prerequisite: ENGL 102

The major writers of the late 19th and early 20th centuries are examined from aesthetic, social and intellectual vantage points, with readings in such prose writers as Gissing, James, Wilde, Beerbohm, Carroll, Wells, Hardy, Corvo, Forster and Conrad, and such poets as Rossetti, Swinburne, Morris, Hopkins and Yeats.

ENGL 370 Seventeenth Century Literature (3 credits)

Prerequisite: ENGL 102

The course is an introduction to the prose and poetry of the 17th century in England, exclusive of Milton. Such writers as Donne, Jonson, Bacon, Burton, Browne and Dryden will be examined, and various persistent elements, such as the classical influence, will be explored.

ENGL 372 Advanced Fiction Writing Workshop (3 credits)

Prerequisite: ENGL 228 or consent of instructor

This course offers an intense study of the art and craft of fiction writing. Students will submit fiction for peer critique and develop a body of revised work that Writing Concentration students may include in their portfolios. This course may be repeated once for credit.

ENGL 377 Post-Colonial Literature and Theory (3 credits)

Prerequisite: ENGL 102

This course traces the development of post-colonial literature and theory. Questions that will be addressed include: what constitutes post-coloniality? How do post-colonial literature and theories illuminate relationships between imperialism, power, race, gender, and class? Readings for the course may contain pieces from multiple genres. Representative authors include Joseph Conrad, Salman Rushdie, Marguerite Duras, and Derek Walcott.

ENGL 380 Milton (3 credits)

Prerequisite: ENGL 102

The course includes the main works of Milton: *Paradise Lost*, *Paradise Regained* and *Samson Agonistes*, the minor poetic works, and selected prose.

ENGL 381 Irish Literature I (3 credits)

Prerequisite: ENGL 102

The course is a survey of earlier Irish literature in translation from the Gaelic and in English. It includes selections from the epic poem, *Tain Bo Cuailnge*; Gaelic lyric poetry (600–1800 A.D.); the pioneering fiction of Maria Edgeworth and William Carleton; and the poetry of the 19th century balladeers, Thomas Moore, Thomas Davis, James Clarence Managan and Sir Samuel Ferguson. The accomplishments of the Irish literary revival of 1890–1920; fiction by Daniel Corkery, George Moore, Seamus O’Kelly, and James Joyce; poetry and plays by William Butler Yeats; and plays by John M. Synge.

ENGL 382 Irish Literature II (3 credits)

Prerequisite: ENGL 102

This course is a survey of later modern and contemporary Irish literature including the later fiction of James Joyce and the later poetry of William Butler Yeats; the plays of Sean O’Casey, Brendan Behan, Samuel Beckett and Brian Friel; the poetry of Austin Clarke, Patrick Kavanagh, Thomas Kinsella, John Montague, Richard Murphy and Seamus Heaney; the fiction of Liam O’Flaherty, Sean O’Faolain, Frank O’Connor, Flann O’Brien, Mary Lavin, William Trevor, Edna O’Brien and others.

ENGL 386 English Romantic Poets (3 credits)

Prerequisite: ENGL 102

The course examines selected poetry and prose of Wordsworth, Coleridge, Shelley and Keats with the principal objective of understanding the character and modes of expression of each poet’s imaginative vision. Consideration is given to historical background and to developments in philosophy and aesthetic theory, which have a direct bearing on Romantic poetry.

ENGL 389 Topics in Writing (3 credits)

Prerequisite: ENGL 102

The course explores writing on different subjects from semester to semester according to interest and demand. Typical topics may include writing the research paper, the narrative essay, the personal journal, writing literary criticism, etc. This course may be repeated for different topics.

ENGL 390 Theories in Writing (3 credits)

Prerequisite: ENGL 102

The course examines fundamental, rhetorical, linguistic, social and discourse theories as they pertain to the writing process. Frequent writing will be assigned.

ENGL 391 Modern Literary Criticism (3 credits)

Prerequisite: ENGL 102

This course examines the major critics and critical movements of the 20th century, particularly in the United States and England, but with some attention to continental critical thought. Critics and theorists such as T.S. Eliot, I.A. Richards, John Crowe Ransom, Edmund Wilson, Lionel Trilling, Northrop Frye, Raymond Williams and Roland Barthes are studied. The principles and methods of several kinds of criticism – formalist,

Marxist, psychoanalytical, structuralist and post-structuralist – are examined.

ENGL 392 Advanced Poetry Writing Workshop (3 credits)

Prerequisite: ENGL 229 or consent of instructor

This course offers an intensive workshop approach to poetry writing for students who wish to submit poems for peer review and develop a poetry portfolio. This course may be repeated once for credit.

ENGL 393 Modern British Poetry (3 credits)

Prerequisite: ENGL 102

The major British poets of the 20th century are studied with particular emphasis on the works of Hopkins, Hardy, Yeats, Eliot, Auden and Thomas.

ENGL 394 Modern American Poetry (3 credits)

Prerequisite: ENGL 102

The major American poets of the 20th century are studied with particular emphasis on the works of Robinson, Frost, Crane, Auden, Williams and Stevens.

ENGL 395 Studies in Recent American Poetry (3 credits)

Prerequisite: ENGL 102

American poets practicing from 1945 to the present are surveyed. Among these poets may be Robert Lowell, John Berryman, Theodore Roethke, Richard Wilbur, Adrienne Rich, Anne Sexton, Sylvia Plath, James Wright, Richard Hugo, Randall Jarrell, Gwendolyn Brooks, Robert Hayden and Gary Snyder. Others may be included from time to time.

ENGL 396 Rhetoric and Style (3 credits)

Prerequisite: ENGL 102

This course teaches advanced techniques of writing and provides the student writer with a stronger familiarity with rhetorical theories and schemes of contemporary and historical styles. Students are introduced to rhetorical analysis of their written work, using such tools as Toulmin argument, Burke’s pentad, or Aristotle’s three proofs.

ENGL 399 Topics in Literature (3 credits)

Prerequisite: ENGL 102

This course explores literature on different topics from semester to semester according to interest and demand. Possible topics may include The Bible as Literature, Irish-American Literature, Transcendentalism, or The Literature of Aging. This course is repeatable with different topics.

ENGL 485 Honors Thesis (3 credits)

Prerequisite: ENGL 102

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

ENGL 489 Advanced Portfolio Workshop (3 credits)

Prerequisite: ENGL 101 and ENGL 102 and one upper level writing course

This course serves as the culmination of the work students do in

the Writing Concentration. Students will demonstrate, through the creation of a portfolio of work, their mastery of the rhetorical characteristics of the genres of writing relevant to their professional goals. Finally, students will develop a theory of these genres that identifies the rhetorical aims of the particular genre that they will be working and writing in. This course is required of all students in the Writing concentration. *Offered every spring semester*

ENGL 490 Literary Studies in Oxford (3 credits†)

Prerequisite: ENGL 102. Students will normally be expected to be in their junior or senior year

Close readings of several major works emphasizing the dynamic relationship between literary texts and the cultural and intellectual environments in which they were created. Authors and periods studied will vary. (This is a special program in England at Oxford University during July. Additional fees are required.)

ENGL 494 Seminar: Special Topics (3 credits†)

Prerequisite: ENGL 102

The seminar gives advanced English majors the opportunity for an in-depth study of selected topics in language and literature. Students are expected to demonstrate a proficiency in interpretation and analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper.

ENGL 495 Seminar: British Literature and Culture (3 credits†)

Prerequisite: ENGL 102

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in British and Commonwealth literature and culture. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations and at least one carefully documented scholarly paper.

ENGL 496 Seminar: American Literature and Culture (3 credits†)

Prerequisite: ENGL 102

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in American literature and culture. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral presentations, and at least one carefully documented scholarly paper. (CWRM)

ENGL 497 Seminar: World Literatures and Cultures (3 credits†)

Prerequisite: ENGL 102

The seminar gives advanced English majors the opportunity for an in-depth study of selected authors and topics in world literatures and cultures. Students are expected to demonstrate a proficiency in interpretation and literary analysis as well as a familiarity with critical theory and major scholarship relating to the seminar topic through close reading, class discussion, oral

presentations, and at least one carefully documented scholarly paper.

ENGL 498 Internship in English (3-15 credits)

Prerequisite: ENGL 102 and consent of the department; formal application required

The internship provides off-campus work-study experience in areas related to the expanding discipline of English, such as editing, journalism, media, public relations, and technical writing. Internship credits are not applicable to the 36 credits required for the major.

ENGL 499 Directed Study in English (1-3 credits)

Prerequisite: ENGL 102 and consent of the department; formal application required

Directed study is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

ENGL 500 Introduction to Graduate Study in English (3 credits)

This course will examine the backgrounds and techniques of literary scholarship. Some acquaintance with critical approaches to literature, as well as comprehensive experience in the major genres and periods of English and American literature, will be assumed. Required of MA and MAT candidates in English.

ENGL 502 Research or Creative Writing Project (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Original research or creative writing project undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated for different topics.

ENGL 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Directed study is designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

ENGL 511 Special Topics in Writing (3 credits)

Addresses special topics of current relevance in research and instruction in writing. This course may be taken more than once, as different topics are offered.

ENGL 513 Theories of Writing (3 credits)

This course focuses on current theories of composition from theoretical, historical, and professional perspectives. Students will examine how such theories of writing present a kind of professional history of the field of composition and rhetoric and explore the ways they inform educational policy. Students will read, write, and present on these and various related topics.

ENGL 515 Studies in Medieval Drama (3 credits)

This course will investigate representative mystery, miracle and morality plays written in England and Europe during the medieval period.

† May be taken for graduate level credit.

ENGL 520 Studies in Shakespeare and the Renaissance (3 credits)

Students will analyze selected plays by Shakespeare with special emphasis in each play on the received tradition and on the relationship among the significant aspects of the language, the characters, and the structures. In addition, attention will be given to the use of source material and to the philosophical, social and scientific currents of the age. Finally, students will be examining traditional and contemporary critical views of the plays.

ENGL 527 Studies in Seventeenth Century English Literature (3 credits)

Students will examine selected writings in prose and poetry from Donne to Dryden for the purpose of understanding the poetic themes and styles as well as the social, philosophical and scientific currents of the period. Among the writers to be considered are Donne, Jonson, Herrick, Herbert, Crashaw, Lovelace, Suckling, Marvell, Dryden and Bacon, Bruton, Browne, Hobbes, Locke and the character writers. Attention will be given to the women of the age, such as Jane Cavendish, Bradstreet, Margaret Cavendish, Philips, Behn, Killigrew, Barker and Pix. Special attention will be given to tracing the shifting emphasis in style and technique concomitant to emerging social, political, religious and philosophical concerns.

ENGL 531 Studies in Eighteenth Century British Literature (3 credits)

This course is an intensive exploration of the poetry, prose fiction, drama and intellectual prose by major and minor authors from Dryden, Pope, Swift, Defoe and Fielding to Johnson, Boswell, Burke, Austen and Blake.

ENGL 535 Studies in British Romanticism (3 credits)

This course is an in-depth study of the poetry and prose of the Romantic Period, including writers such as Wordsworth, Coleridge, Byron, Blake, Shelley, Keats, Charlotte Smith, Mary Shelley and Dorothy Wordsworth.

ENGL 551 American Transcendentalism (3 credits)

Development and influence of American Transcendentalism in the literature of Emerson, Thoreau and Alcott will be investigated.

ENGL 565 Modern Critical Theory (3 credits)

This course will focus on the major American and European schools of criticism that have influenced literary studies in the past forty years. Attention will be given to formalist, structuralist, phenomenological, post-structural, reader-response, Marxist, psycho-analytical, hermeneutic, feminist and new historical schools of criticism.

ENGL 580 Graduate Seminar in English Literature (3 credits)

A particular author, group of authors, or theme in English literature will be studied in depth. Topics will change from year to year. This course may be repeated for different topics.

ENGL 590 Graduate Seminar in World Literature (3 credits)

A particular author, group of authors, or theme in world literature will be studied in depth. Topics will change from year to year.

ENGL 592 Fiction Writing Workshop (3 credits)

This course offers graduate students an intense study of the art and craft of creative fiction writing. Students submit fiction for peer critique and read works of published writers. This course may be repeated for credit.

ENGL 593 Poetry Writing Workshop (3 credits)

This course offers graduate students an intense study of the art and craft of poetry writing. Students submit creative poetry for peer critique and read works of published writers. This course may be repeated for credit.

ENGL 595 Creative Nonfiction Writing Workshop (3 credits)

This course offers graduate students an intense study of the art and craft of creative nonfiction writing. Students submit creative nonfiction for peer critique and read works of published writers. This course may be repeated for credit.

ENGL 599 Internship (3-6 credits)

Prerequisite: Consent of department chairperson

The internship provides practical professional experience in areas related to the discipline of English, such as editing and journalism. Some internship credit may be applicable to the creative writing concentration requirements and repeatable for credit.

Other Approved Courses:

ENGL 212 Literary Classics of Western Civilization since 1600

ENGL 314 Medieval English Literature

ENGL 324 Language in Context

ENGL 335 Elizabethan and Jacobean Drama

ENGL 339 Honors Tutorial

ENGL 397 Film Study: The Director's Art

ENGL 398 Film Study: Genres

ENGL 510 Theory and Discipline of English for Teachers

ENGL 541 Studies in the Novel

ENGL 542 Studies in Victorian Literature

ENGL 552 Contemporary American Fiction

ENGL 562 Studies in Modern Drama

ENGL 570 Graduate Seminar in American Literature

ENGLISH AS A SECOND LANGUAGE (ENSL)

ENSL 101 English as a Second Language I (3 credits)

Note: See Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. (Formerly LAEN 101) (CHUM; CGCL)

ENSL 102 English as a Second Language II (3 credits)

Prerequisite: ENSL 101; or see Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts

are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled academic environment is the principal objective of the course. (Formerly LAEN 102) (CHUM; CGCL)

ENSL 151 Intermediate English as a Second Language (3 credits)

Prerequisite: ENSL 101 and ENSL 102 or ESL IV' (high school) or consent of the instructor

The course is designed to accommodate the linguistic needs of ESL students who have successfully completed ENSL 102 or ESL IV in high school and would like to continue with their systematic learning of English. The course emphasizes English Language skills necessary for academic reading, writing, listening and speaking. Students are introduced to aspects of American culture, participate in systematic laboratory practice and utilize a variety of media resources. *Fall semester (Formerly LAEN 151) (CHUM; CGCL)*

ENSL 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

ENSL 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

ENSL 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses

that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

FRESHMAN SKILLS (FRSK)

FRSK 100 Introductory College Skills: Intrusive Advising (1 credit)

A specialized learning/advising program for freshmen offered by the Academic Achievement Center conducted in a small group setting. In this process, students are encouraged to explore their learning styles, possible career interests and academic goals in terms of the total college environment in a shared and supportive setting. The credit earned may not be used to satisfy any Core Curriculum Requirement, nor may it be applied toward the minimum number of credits required for graduation in any major. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

FRSK 101 Introductory College Skills: Writing (3 credits)

This course will consist of an intensive review of basic communication skills, chiefly those of reading and writing. It does not satisfy any Core Curriculum Requirement, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

FRSK 102 Introductory College Skills: Mathematics (3 credits)

This course is individualized, self-paced and competency-based and covers the fundamental principles of arithmetic, algebra, and geometry including signed numbers, whole numbers, fractions, decimals, percents, exponents, equations, inequalities, rational equations, geometry and problem solving. This course does not satisfy any Core Curriculum Requirement, nor may the credits be applied toward the minimum credits required for graduation by any major. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

GEOGRAPHY (GEOG)

GEOG 121 Physical Geography (3 credits)

This course is an introduction to physical geography phenomena (landforms, climate, oceans, soils) in which human-land relationships are central. The focus is on understanding the processes at work in the environment and on their interrelationships. Two hours of lecture and one two-hour laboratory period weekly. *Either semester. (Formerly GEOG 100)*

GEOG 122 The Physical World (3 credits)

This course studies the formation and distribution of landforms, climates, soils and vegetation. Emphasis is placed on the interrelationships among these components of the environment and their significance to life on earth. *Either semester. Cannot be taken if GEOG 100 is taken for credit. (Formerly GEOG 120)*

GEOG 130 Environmental Geography (3 credits)

The spatial aspects of the interaction between humans and their physical environment are examined through the analysis of selected problems from resource capacity to pollution. The perceptions of environmental hazards of human settlements are examined to illuminate environmental decision-making. *Either semester (Formerly GEOG 196)*

GEOG 151 Human Geography (3 credits)

An inquiry into the theoretical and empirical approaches to the study of human spatial analysis is presented. The major topics covered include population, race, language, religion, politics, urbanization and economics. *Each semester (Formerly GEOG 110)*

GEOG 171 Geography of the Global South (3 credits)

This course in human geography introduces the geographical study of the current cultural and social systems in the non-western world (*in Africa, Asia and Latin America*). Emphasis is placed on the diversity of cultural frameworks and their strategies for dealing with problems. *Fall semester (Formerly GEOG 160)*

GEOG 172 Regional Geography of the Global North (3 credits)

The study of regional geography of the developed world (*including Anglo-America, Europe and the Soviet Union, Australia and Japan*) investigates how humans have used the resources available to them to obtain a high standard of living in different physical and cultural milieus. This high standard of living is reflected in land use patterns that are similar in their broad outlines but different in detail. *Spring semester (Formerly GEOG 170)*

GEOG 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

GEOG 213 Geographic Information Systems (GIS) I (3 credits)

Maps are valuable tools for displaying, interpreting and analyzing patterns of human-environment interactions. This course introduces the basic concepts and procedures necessary to design, construct, interpret, update, and present straightforward and effective maps using computer techniques. Students will practice skills of georeferencing and digitizing raster-based images at various scales to produce vector-based maps for integration into geographic information systems (GIS). This course provides the necessary background for more advanced courses in GIS. *Fall semester*

GEOG 221 Meteorology (3 credits)

Prerequisite: GEOG 121 or GEOG 122 or EASC 100 or Aviation major

Study of the basic atmospheric processes that result in weather, regional weather systems. Basic instrumentation and practice in observing, data presentation and interpretation of weather maps. Two hours of lecture and one two-hour laboratory period weekly. *Fall semester (Formerly GEOG 203)*

GEOG 222 Climatology (3 credits)

Prerequisite: GEOG 121 or GEOG 122 or consent of the instructor
Study of the elements and controls of climate emphasizing their effect on man and the environment, and man's response to and modification of climate. The world distribution of climatic regions. Instrumentation and practice in observing, data presentation and analysis. *Spring semester (Formerly GEOG 204)*

GEOG 290 Introduction to Geographic Analysis (3 credits)

Prerequisite: For majors or minors in geography only; GEOG 121 and GEOG 151

This course provides a survey of spatial techniques that geographers use to define, research, and analyze geographic issues and phenomena. Students will learn to identify real-life geographic problems at a range of spatial scales, from the local to the global. Instructional methods will emphasize hands-on exposure through local field problems and field trips, access to library resources and journals, instrumentation, basic surveying, and professional presentation skills. *Spring semester*

GEOG 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

GEOG 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will

improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

GEOG 315 Quantitative Geography (3 credits)

Prerequisite: GEOG 290 or consent of the instructor

Geographers use statistical techniques to measure, describe, classify, analyze, and display information (data) in search of spatial patterns and trends. Geographers make comparisons and examine relationships to answer questions, solve problems and make wise decisions that support a particular objective. This course introduces and applies statistical techniques and computer and model building methodology to analyze various spatial phenomena. (Formerly GEOG 474)

GEOG 317 Air Photo Interpretation — Remote Sensing (3 credits)

Prerequisite: GEOG 100 or GEOG 122 or EASC 100

Theory and practice in extracting information about the earth's physical and cultural features from aerial photographs. Acquaint students with the detection, identification, and analysis of the earth's features through remote sensing. The application of computerized digital image processing to satellite environmental data. Two hours of lecture and one two-hour laboratory weekly. *Fall semester*

GEOG 321 Meteorology II (3 credits)

Prerequisite: GEOG 221 or consent of instructor

Students will learn how to use meteorological measurements from local and global networks of weather stations to produce and analyze weather maps/charts using computer software. Laboratory exercises use meteorological software to visualize and interpret atmospheric patterns based on data from advanced computer models, satellite remote sensing, and networks of weather stations. In addition, students will augment computer modeling with laboratory techniques for simplifying, visualizing and analyzing complex atmospheric processes, such as the global circulation, turbulence and icing. The course includes field trips to professional meteorological agencies and observatories. *Alternate spring semesters*

GEOG 322 Biogeography (4 credits)

Prerequisite: GEOG 121 or BIOL 121

This field and lab-based course presents the scope of biogeography as currently practiced in North America. In addition to the academic underpinnings of evolution, disturbance, ecology, and conservation, we explore the key topics of biomes, biodiversity, and animal and plant migration. Organisms vary greatly over space and over time, and thus are a prime topic of study for the geographer. *Alternate fall semesters*

GEOG 323 Water Resources (3 credits)

Prerequisite: GEOG 290 or consent of instructor

This course investigates the complex physical systems involved in the movement of water and how water interfaces with the human landscape. Students will outline and define the economic and legal relationships involved in the supply and demand of this required resource, and analyze problems associated with

the management and planning of the distribution of this vital resource. *Alternate spring semesters*

GEOG 324 Earth Surface Processes (4 credits)

Prerequisite: GEOG 290

Process is the action produced when a force induces a change. The experiences in this course will introduce the student to the physical processes that create landforms on the earth's surface: mountains, river valleys, caves, dunes, coastlines, glaciers. Field work and laboratory techniques used in modern physical geography will help us analyze problems associated with current challenges in the earth's changing surface. *Alternate fall semesters*

GEOG 331 Geography of Environmental Problems (3 credits)

Prerequisite: EASC 100, GEOG 121 or GEOG 122

Environmental problems are considered in this course from the geographer's point of view — problems such as population density and distribution; balanced land use and its philosophic, aesthetic, and scientific basis; the circulation of goods and people; and a comparison of levels of development. *Spring semester (Formerly GEOG 361)*

GEOG 332 Management and Preservation of the Natural Environment (3 credits)

Prerequisite: Junior standing and consent of the instructor

This course is devoted to a detailed examination of the occurrence, exploitation and conservation of natural resources, including minerals, soils, water, forest, grassland, fisheries, wildlife, recreation areas and scenery. Emphasis is placed on conservation in the United States. *Fall semester (Formerly GEOG 307)*

GEOG 333 Geography of Environmental Justice (3 credits)

Prerequisite: Any GEOG course or consent of the instructor

This course describes problems of environmental justice as they affect disadvantaged populations. The course reviews the history of this social movement in the U.S. It then examines studies that link the environmental and civil rights movements in recent years and that describe the major problems of identifying environmental injustice both in categorical terms and as a spatial issue. Special attention is given to spatial measurement issues. *Alternate years, fall semester*

GEOG 340 Geography Materials and Methods (3 credits)

Prerequisite: Any GEOG course

This course is focused on the maps, globes, and other geographic learning material that are used in developing and extending geographic knowledge and insight. Current techniques and alternative frameworks in the field of geographic education are emphasized. The course details an examination of the strategies, texts, materials and media that can be used to enhance the teaching and learning of geography within our schools. It closely integrates geographic content and teaching methods so that a truly geographic view of the world can be developed in the classroom. *Offered alternate years, Spring semester (Formerly GEOG 320)*

GEOG 350 Economic Geography (3 credits)

Prerequisite: Any GEOG or ECON course or consent of the instructor

The geographical analysis of the distribution of economic

activities such as production, exchange and consumption is presented in this course. Here we examine the principles underlying spatial variations in land use and economic development at the local, national and international levels. *Fall semester (Formerly GEOG 362)*

GEOG 353 Urban Geography (3 credits)

Prerequisite: Any GEOG course or consent of the instructor

The geographic aspects of the city including location, function, land use patterns and interaction. Fieldwork focuses on current problems facing urban life. *Fall semester*

GEOG 354 Field Methods in Urban Geography (3 credits)

Prerequisite: GEOG 353

A geography analysis of local urban areas and their problems, and the application of concepts learned in GEOG 353. Hours will be arranged.

GEOG 355 Political Geography (3 credits)

Prerequisite: Any GEOG or POLI course

The course examines the variation of politically organized areas and their relationships to each other. The focus is on the interaction of geographical factors (distance, location and distribution) and political process. Emphasis is on both state and non-state agents in the political arrangement of space. *Fall semester (Formerly GEOG 473)*

GEOG 363 Locational Analysis (3 credits)

Prerequisite: GEOG 290 or consent of the instructor

The spatial approach is utilized to analyze retail, industrial, and public utility location. Topics covered include demographic analysis, retail structure, location factors, and economic development. *Alternate years, fall semester*

GEOG 365 Geography of Transportation (3 credits)

Prerequisite: Any GEOG course or consent of the instructor

This course will provide a spatial understanding of the role of transportation and interaction. It will provide an analysis of the importance of location relative to economic activities, development of distribution systems, flow analysis, effectiveness of distribution systems and the impact of transport systems on economic development. *(Formerly GEOG 430)*

GEOG 374 Geography of the Middle East (3 credits)

This course provides a survey of the regional geography of the Middle East including the physical setting, environmental issues, economic development, and the evolution of the Middle Eastern landscape and cultures. Special emphasis will be placed on current geopolitical issues in the region. *Alternate fall semesters*

GEOG 375 Geography of South Asia (3 credits)

This course provides a survey of the physical and human geography of South Asia, particularly India, Pakistan, Bangladesh, Nepal, Bhutan, Maldives, and Sri Lanka. This course emphasizes the region's major environmental, economic, and cultural geography patterns, processes, and issues. Problems related to religious, ethnic, and linguistic diversity are examined in the context of modernization and economic development. Interrelationships between South Asian nations will also be explored.

GEOG 376 Geography of East Asia (3 credits)

This course offers a study of the physical and human geography of East Asia, in context of the interrelationships between East Asian countries, their neighbors, and the world. This course will investigate major political, economic, social, and environmental geography patterns, processes, and issues of China, Taiwan, Japan, Korea, Vietnam and Malaysia.

GEOG 380 Geography of Russia/C.I.S. (3 credits)

Prerequisite: Any 100 level GEOG course

The geography of environment, resources and population is studied in relation to history and the present economic and social system of the Russia/C.I.S. *Offered alternate years, fall semester*

GEOG 381 Geography of Latin America (3 credits)

Prerequisite: GEOG 121 or GEOG 122 or GEOG 151

Physical and cultural patterns of selected countries of South America. Emphasis on current economic and political problems. *(Formerly GEOG 358)*

GEOG 383 Geography of the United States (3 credits)

Prerequisite: GEOG 151

The land and people of the United States intertwine to form a vast, complex, ever-changing fabric. As one of the great economic powers in the world, the U.S. must meet the challenges of governing a huge country of pronounced regionalisms, while living next door to the economic and political questions marks of Mexico and Canada. Students will explore such diverse topics as ancient mountain systems, environmental and resource issues, urban and rural immigrant populations and their historic and current distributions, regional cuisines, and America's appeal to the traveler. *Alternate spring semesters*

GEOG 386 Geography of Canada (3 credits)

Prerequisite: GEOG 121 or GEOG 122 or consent of the instructor

The geography of environment, resources and population is examined in relation to history, economic, and regional land patterns of Canada. *Offered alternate years, spring semester*

GEOG 388 Geography of Africa (3 credits)

Prerequisite: Any 100 level GEOG course

The physical and cultural features of the African continent with special reference to the emerged political and regional patterns. *Spring semester*

GEOG 400 Special Topics in Geography (3 credits)

Prerequisite: Junior standing or consent of instructor

This course entails vigorous analysis of various topics of special interest. The course will be offered on an occasional basis and may be taken for credit more than once with change of topic.

GEOG 413 Geographic Information Systems (GIS) II (3 credits)

Prerequisite: GEOG 213 or consent of instructor

This course offers a solid background in the fundamentals of Geographic Information Systems (GIS) to explore the analytical capabilities of GIS and apply them to real-world situations. Application of GIS techniques to problems in a variety of fields, including land use planning, natural resource management, transportation, and urban and regional planning will be examined. Students develop their own projects and

work at a more advanced level solving spatial problems with GIS. Students will have the practical experience of using GIS programming skills to solve real-world problems in a customized fashion. *Spring semester*

GEOG 422 Online Weather Studies (3 credits)†

In this meteorology course, which is designed and serviced by the American Meteorological Society (AMS), students will access and work with current weather maps delivered via the Internet, and will coordinate these maps with learning activities keyed to the day's weather. This study of the atmosphere includes weather systems from local to global scales, severe weather, and current weather applications. The course meets three times per semester for evaluation. All other activities are executed solely on the Internet, with the faculty mentor guiding the student in understanding the basic principles of meteorology, and analyzing real-time weather data. *Spring semester (Formerly GEOG 402)*

GEOG 431 Environmental Regulations (3 credits)

Prerequisite: GEOG 130 or GEOG 331 or consent of instructor
This course examines environmental regulation as a significant aspect of environmental geography, which is the study of spatial aspects of the interaction between humans and the natural world. In the United States, much of that interaction is mediated through environmental regulations, which in turn arise from a series of landmark environmental laws, including the Clean Air Act, the Clean Water Act, the Resources Conservation and Recovery Act, and Superfund. Students will learn about the origins of these acts, how they give rise to regulations, and how enforcement of regulations is articulated at the federal, state, and local levels. Innovations such as toxic reduction will be discussed in a regulatory context, as will the implications of regulatory programs for non-government organizations, consultants, and private industry. *Alternate spring semesters*

GEOG 441 Geographic Frameworks (3 credits)

Prerequisite: GEOG 290 or consent of instructor
This course enables undergraduate students majoring in primary or secondary education to develop a detailed understanding of the discipline of geography. State, national, and international framework documents are examined, with particular attention to current Massachusetts frameworks. The course is organized around such fundamental geographic concepts as place, scale, regions, and human-environment interaction. It demonstrates how geographers use these concepts to develop a greater understanding of the world. *Alternate fall semesters*

GEOG 462 Principles of Urban Planning (3 credits)†

Prerequisite: GEOG 213 and GEOG 290 or consent of the instructor
An introduction to the process of planning which deals with the interrelationships of resources, facilities, activities, and people over time and space. *Offered alternate years, spring semester (Formerly GEOG 420)*

GEOG 463 Applications in Urban Planning (3 credits)

Prerequisite: GEOG 462
This course is intended for students with a strong interest in

urban and regional planning. The course examines past cases and future proposals for a variety of land use and zoning decisions. The focus is on applying good growth management practices that allow communities to sustain their economic health, foster diversity, and promote sense of place. Students will analyze current trends in population, employment and housing in order to construct an example master plan that relates these factors to land use and development choices that promote smart growth. *Alternate years, spring semester*

GEOG 490 Seminar in Geography (3 credits)†

Prerequisite: Open to geography majors in their final year
The historical development of methods and techniques used in geographic research. Preparation of a research paper on a problem selected from one of the subdivisions of geography. For senior geography majors. *Fall semester*

GEOG 497 Undergraduate Research in Geography (3 credits)

Prerequisite: Junior or senior standing and acceptance by the supervising faculty member
Students who are accepted by a faculty member as a participant in an undergraduate field or laboratory research project enroll in this course. Projects entail research in the faculty member's subdiscipline and are publicized as they become available. Students are extensively involved in experimental planning, execution, analysis, and reporting, and present their results to the department.

GEOG 498 Internship in Geography or Planning (3-6 credits)

Prerequisite: Consent of the department; formal application required
Student internships in local planning department or agency. The purpose of this internship is to provide a student with experience in various aspects of his planning interest. *Either semester*

GEOG 499 Directed Study in Geography (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

GEOG 504 On-Line Weather Studies (3 credits)

This is a meteorology course that will cover all major aspects of atmospheric processes, including weather systems from local to global in scale and severe weather. This on-line course will involve work with current weather maps and data delivered via the Internet, and will coordinate this information to the day's weather. The instructor guides the student in understanding the basic principles of meteorology and in analyzing real-time weather data. The class meets in a formal classroom three times per semester. A research project is required which is keyed to the background and interests of each student. *Spring semester*

GEOG 520 Special Topics in Geography (1-3 credits)

Prerequisite: May be specified depending on the nature of the topic
Special topics of current relevance to geography will be offered from time to time. The topic to be offered will be announced in pre-registration publications. This course may be taken more than once for different topics.

† May be taken for graduate level credit.

GEOG 551 Geography in the Middle School (3 credits)

This course examines in depth the characteristic features of countries on six continents as delineated by the Massachusetts curriculum framework. Course participants will develop the geographic content that can be translatable for classroom use at the middle school level. The purpose of the course is for teachers to develop the necessary knowledge, insights, and teaching approaches so that they can teach, with confidence, about the various regions of the world. The geographic approach used in the course integrates historical, economic, and political issues in order to develop a more comprehensive understanding of our world.

Other Approved Courses:

GEOG 314 Satellite Image Processing Applications to the Environment

GEOG 382 Geography of Europe

GEOG 500 Planning and Urban Environment

GEOG 502 Research

GEOG 503 Directed Study

GEOG 520 Improving the Teaching of Earth Sciences, Geography, and Energy I

GEOG 521 Improving the Teaching of Earth Sciences, Geography, and Energy II

GEOG 550 Contemporary Issues in Geography

GEOG 555 Field Methods in Geographic Inquiry

GEOG 560 Seminar in Geographic Education

GEOG 565 Geotechnology

GEOG 570 Planning and Economic Development

GEOG 575 Environmental Issues: Problems and Solutions

GEOG 580 The Regional Method in Geographic Analysis

GRADUATE PROGRAM PLANNING (GRPP)

GRPP 501 Graduate Program Planning (1 credit)

The planning and development of a coherent program of graduate study appropriate to the student's academic and professional background and objectives. Graduate students who have been accepted into a master's degree or CAGS program should enroll under the direction of their adviser(s) immediately after acceptance by the School of Graduate Studies and prior to enrolling in any additional courses. Graded on a (P) Pass/(N) No Pass basis.

GENERAL SCIENCE (GSCI)

GSCI 501 Problem Solving in Science for the Middle School Teacher (3 credits)

This is the introductory course for the MAT in the General Science Program. This course uses a content-rich problem-based integrated science approach. The course will introduce the process and culture of teaching science. This course will weave the Curriculum Frameworks and MCAS expectations with instructional strategies. Students will be introduced to resources for teaching science at the middle school level.

GSCI 504 Topics in Life Sciences for the Middle School Teacher (3 credits)

Prerequisite: GSCI 501

This course is part of the MAT in General Science Program. It cannot be used as part of the MAT in Biology. This course presents selected areas of middle school level (grades 5-8) life science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology / Engineering. Possible topics include classification of organisms, structure and function of cells, systems in living things, reproduction and heredity, evolution and biodiversity, living things and their environment, energy and living things and changes in ecosystems over time. Specific content will be developed to meet the assessed needs of teachers and the school districts. BIOF 508 modular courses may be combined to meet the three-credit requirement of this course with approval of the biology department adviser.

GSCI 505 Topics in Physical Sciences for the Middle School Teacher (3 credits)

Prerequisite: GSCI 501

This course is part of the MAT in General Science Program. This course presents selected areas of middle school level (grades 5-8) physical science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology / Engineering. Possible topics include properties of matter, atoms, force and motion, and energy transformations.

GSCI 506 Topics in Earth/Space Sciences for the Middle School Teacher (3 credits)

Prerequisite: GSCI 501

This course is part of the MAT in General Science Program. This course presents selected areas of Middle School level (grades 5-8) Earth and Space Science as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology / Engineering. Examples of possible topics include Earth's structure, matter and energy in the earth system, plate tectonic theory, and the origin and evolution of the universe.

GSCI 507 Topics in Technology/Engineering for the Middle School Teacher (3 credits)

Prerequisite: GSCI 501

This course is part of the MAT in General Science Program. This course presents selected areas of Middle School level (grades 5-8) Technology/Engineering as determined by the requirements of the Massachusetts Curriculum Framework in Science and Technology/Engineering. Possible topics include the design process, impact of technology on nature, future technologies, tools and machines of technology, resources and technology in communication, transportation and power.

GSCI 508 Integrated Science for the Middle School Teacher (3 credits)

Prerequisite: GSCI 501, GSCI 504, GSCI 505, GSCI 506, GSCI 507

This is the capstone course for the MAT in General Science Program. This course uses a content-rich problem-based integrated science approach. The course will allow students to bring together their content mastery in science with the pedagogy developed in their education courses and improve ways to put them into practice.

HEALTH (HEAL)

HEAL 102 Health and Wellness (3 credits)

Attitudes and practices as they influence effective living; common adult health problems; community health standards and services; special problems of community health.

HEAL 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *HEAL 135 Fall semester, HEAL 136 Spring semester*

HEAL 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

HEAL 200 Principles and Practices of Health Education (3 credits)

This introductory course is designed to provide students with an in-depth examination of the process and context of health education and health promotion. Students will receive information and resources that will enable them to begin developing the competencies and skills of entry-level health educators. *Fall semester*

HEAL 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Health allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *HEAL 286 fall semester, HEAL 287 spring semester*

†May be taken for graduate level credit.

HEAL 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

HEAL 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

HEAL 300 Current Issues in Health (3 credits)

Designed to acquaint the students with current health issues and trends related to the school and community. *Spring semester*

HEAL 302 American Red Cross Standard First Aid (1 credit)

The purpose of the American Red Cross Standard First Aid course is to train students to help people in emergencies. This course teaches the standard first aid skills a person needs to act as the first link in the emergency medical service system.

HEAL 401 Human Sexuality (3 credits†)

This course deals with issues of sexual response, including dysfunction and reproduction. Also included are discussions of sexual styles and expressions as they impact upon the biosocial and political climate of the times. Topics of in-depth analysis may focus upon IVF issues, fertility control and sexually transmitted diseases.

HEAL 405 Drugs in Society (3 credits†)

Study of the impact of the environmental and cultural values affecting the drug using population. Views on subculture and

alternative life styles and the forces that shape them. Understanding trends of modern treatment facilities and rehabilitation procedures. Emphasis on alternatives to drug use.

HEAL 407 Stress Management (3 credits†)

This course is designed to provide students with an overview of the phenomenon of stress, and its relationship to specific illness, diseases and dysfunctions. The course also provides students with opportunities to practice, apply and demonstrate stress intervention and management techniques.

HEAL 420 Women's Health Issues (3 credits)

This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health – examining the contributing social, cultural, epidemiological, psychological, political and economic influences.

HEAL 430 Epidemiology and Community Health (3 credits†)

Prerequisite: Junior standing or consent of the instructor

Applications of epidemiologic principles to the study of community based health issues including uses in program planning and evaluation. Basic epidemiologic data analysis and sources of community health statistics are also included.

HEAL 450 Health Promotion Strategies (3 credits†)

Current strategies and techniques for transmitting information will be analyzed. Students will develop and evaluate strategies and techniques for promoting health information and wellness behaviors in a variety of settings. *Spring semester*

HEAL 451 Program Planning in Health Promotion (3 credits†)

Prerequisite: HEAL 200

This class is designed to give students the tools and skills they need to design conduct, and evaluate health education programs in the various settings for health education. Assessing needs, formulating objectives, session/lesson planning, evaluation purposes, methods and designs will be covered.

HEAL 471 Nutrition (3 credits†)

This course deals with the relationships between diet and disease prevention, cultural eating patterns, dysfunctional eating behaviors and issues relating to nutrition through the life span, as well as concerns related to food safety and the impact of technology.

HEAL 477 Environmental and Consumer Health (3 credits†)

This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health. Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices and services.

HEAL 482 Health Education in the Elementary Schools (3 credits†)

Prerequisite: Admission to the Professional Education Program

Study of the identification and appraisal of physical, emotional and social health problems of elementary school children. Focus on teachers' approaches toward health education and the creation of an emotionally, socially and intellectually healthy classroom environment.

HEAL 483 Nutrition and Cardiovascular Health (3 credits†)

Prerequisite: One course in nutrition or a scientifically based course that includes topics of nutrition

This course will deal with the selection of nutritional foods throughout the life cycle with specific emphasis on how cardiovascular health may be maintained and/or improved by proper nutritional practices.

HEAL 484 Death and Dying Education (3 credits†)

A study of the health issues (physical, emotional and social) related to terminal illness and death.

HEAL 485 Medical and Scientific Aspects of Human Sexuality (3 credits†)

Prerequisite: HEAL 401 or consent of the instructor

The purpose of this course is to update the advanced sexuality student on medical research as it relates to human sexuality. Course content may consider such issues as fertility medications, sexual dysfunction, as well as research on variations in sexual styles. *Alternate years*

HEAL 490 Senior Seminar in Health Education (1 credit)

Prerequisite: HEAL 200 and HEAL 300 and HEAL 401 and HEAL 405 and HEAL 407 and HEAL 430 and HEAL 451 and HEAL 471 and HEAL 477

This course serves as a capstone course for health education majors. A review of the concepts and skills addressed in the major courses and their applications to the discipline of health education will serve to prepare students for the National Certified Health Education Specialist exam. Student portfolios will be submitted and assessed. Also included will be a focus on job preparation skills.

HEAL 491 Field Based Pre-Practicum in Health (2 credits)

Prerequisite: Admission to the Professional Education Program

This course is designed to provide the student with an introduction to teaching health education in an off-campus setting.

HEAL 492 Practicum in Student Teaching—Health (12 credits)

Prerequisite: Acceptance and good standing in teacher preparation program and satisfactorily completed department teacher preparation program courses and admission to the Professional Education Program

Full-time teaching for one semester with supervision provided by members of the department.

HEAL 495 Practicum in Student Teaching - Elementary Health (Health/Family and Consumer Science) (6 credits)

Prerequisite: HEAL 491 and acceptance into student teaching

This course is designed to provide the student with faculty

† May be taken for graduate level credit.

supervised student teaching experience in health education with grades K-6. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

HEAL 496 Practicum in Student Teaching-Secondary Health (Health/Family and Consumer Science) (6 credits)

Prerequisite: HEAL 491 and acceptance into student teaching
This course is designed to provide the student with faculty supervised student teaching experience in health education with grades 7-12. This practicum is full-time for one quarter (8 weeks). Students will be evaluated using standards and guidelines set by AAHE, the Massachusetts Department of Education and the Massachusetts Comprehensive Health Curriculum Framework.

HEAL 498 Field Experience in Health (3-15 credits)

Prerequisite: Consent of the department; formal application required
A field experience offers qualified students the opportunity to gain practical off-campus experience in health. Placements are made in both public and private agencies and are designed to complement a student's concentration or minor in health.

HEAL 499 Directed Study in Health (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

HEAL 501 Health Promotion Project (3 credits)

Individual health promotion project is planned, implemented and evaluated under the direct supervision of a faculty mentor.

HEAL 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

HEAL 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

HEAL 504 Seminar in Health Promotion Theory and Literature (3 credits)

This course is designed to orient the graduate student to the process of a formal literature review and the subsequent theory that ensues. The student will be required to complete a comprehensive literature review and deliver a formal seminar report.

HEAL 508 Health Crisis Intervention (3 credits)

Prerequisite: Six credits in health
Dealing with mental, emotional and social health problems of the individual, the family and society. Exploration of suicide

education, death education and psychosomatic illness. Investigation and practice of techniques of aiding the potential suicide; the tripping drug user; the chronic alcoholic; the obese, neurotic, and promiscuous; geriatric problems; and health care availability. Course will consider agency roles in these areas. *Offered alternate years*

HEAL 510 Advanced Nutrition Concepts (3 credits)

Prerequisite: HEAL 471 or a nutrition course
An advanced course in nutrition with emphasis on current nutritional concepts and a critical analysis of major nutritional issues.

HEAL 511 Research and Evaluation Methods in Health Promotion (3 credits)

This course will develop competencies needed to both produce and consume research in health promotion and allied areas. Via the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Fall semester*

HEAL 516 Family Life and Sex Education (3 credits)

Prerequisite: At least one course in human sexuality and consent of the instructor
Curriculum development and implementation strategies for comprehensive school-community based sexuality education. The course deals with a variety of sexuality issues including STDs, fertility and contemporary social issues of sexism and aggression. *Offered alternate years*

HEAL 518 Quantitative Methods in Health Promotion and Epidemiology (3 credits)

This is an introductory course in quantitative methods in epidemiology and health promotion. The course includes inferential and descriptive techniques as well as life table construction and epidemiological rates, ratios and proportions.

HEAL 519 Scientific and Philosophical Foundations of Health Promotion (3 credits)

The focus of this course is on surveying and providing the historical/philosophical foundations of health promotion and provide a scientific basis for the development of health promotion programs.

HEAL 520 Designing and Administering Health Promotion Programs (3 credits)

Analysis and skill development in administration of health promotion programs in a variety of settings with emphasis on administrative issues, staff development and consultation.

HEAL 525 Women's Health Issues (3 credits)

This course is designed to provide students with an overview of contemporary women's health topics. Students will explore the various dimensions of women's health, and examine the contributing social, cultural, epidemiological, psychological, political and economic influences.

HEAL 535 Comprehensive Elementary School Health Program (1.5 credits)

Aspects of the comprehensive school health program related to the role of the K-6 classroom teacher will be examined. *Spring semester*

HEAL 577 Environmental and Consumer Health (3 credits)

This course will utilize an ecological systems approach to examine current environmental and consumer concerns that affect health. Students will explore the impact of the environment on human health as well as the impact that humans have on the health of the environment. Students will also be provided with the information and skills that will enable them to make healthful and environmentally sound decisions regarding consumer health products, practices, and services.

HEAL 581 Special Topics in Health Education (1-3 credits)

Special topics in health education are presented with special emphasis on application in the field. Topics are given in modules of 1-3 credits each. This course may be repeated for different topics.

HEAL 594 Educational Approaches to Changing Drug Use Behavior (3 credits)

Prerequisite: At least one course pertaining to drugs and consent of the instructor

The focus of this course is drug abuse problems in youthful populations. The importance of teachers developing their own self-awareness and using early intervention strategies is emphasized. Teachers at the elementary and secondary levels will experience a variety of methodologies intended to equip them with strategies for changing student behaviors in respect to present or intended drug use. All course participants will develop skills in assessing student needs, planning and implementing drug education programs and evaluating their effectiveness in changing attitudes, beliefs, values and behaviors related to drug use. *Offered alternate years*

HEAL 595 Internship in Health Promotion (1-6 credits)

Prerequisite: 15 graduate credits must be completed or consent of the instructor

An internship offers qualified students the opportunity to gain practical experience within their major area of interest. Placements are designed to complement a student's program focus.

Other Approved Courses:

HEAL/SCWK 403 Interdisciplinary Approaches to the Delivery of Health Services

HEAL 455 Promoting Health in the Workplace

HEAL 474 Community Health

HEAL 481 Selected Health Issues

HISTORY (HIST)

HIST 111 Western Civilization to the Reformation (3 credits)

The course surveys the major developments from the genesis of Western civilization to the establishment of absolute monarchy. These developments include the Near Eastern, the Graeco-Roman, and the Judeo-Christian traditions of our civilization. *Either semester (CHUM; CGCL; CMCL)*

HIST 112 Western Civilization since the Reformation (3 credits)

The course surveys the major developments in Western civilization from the establishment of absolute monarchy to the

present. These developments include the evolution of political, economic, social and intellectual aspects of the modern world. *Either semester (CHUM; CGCL; CMCL)*

HIST 121 The Ancient World (3 credits)

This course presents a global view of ancient history with emphasis on Western civilization. It covers prehistoric humans and the various ancient civilizations to the decline of the Roman Empire in the West. *Either semester*

HIST 131 World History to 1500 (3 credits)

This course will survey major issues in the politics, society, culture and economy of human societies around the world, from human evolution to 1500. (CHUM; CGCL; CMCL)

HIST 132 World History since 1500 (3 credits)

This course will survey major issues, events and processes in the politics, society and economy across societies from the world's major regions, from 1500 to present. (CHUM; CGCL; CMCL)

HIST 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in History allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *HIST 135 fall semester, HIST 136 spring semester*

HIST 151 Asian Civilization (3 credits)

An introductory survey of the major Asian civilizations including those of China, Japan, and India. This course presents a historical view of Asian traditions and their modern transformation in the context of East-West interactions. (CHUM; CGCL; CMCL)

HIST 161 History and Culture of Mexico (3 credits)

This course surveys the history of Mexico from the earliest human habitation to the present. It will present different interpretations of the major themes and developments in Mexican history: the ancient civilizations of Mesoamerica, the Spanish conquest and colonization, Mexico's struggle for independence from Spain, the development of a unique Mexican culture incorporating Hispanic and indigenous traditions, and the quest for modernization and nationhood through reform and revolution. Special attention will be paid to relations between Mexico and the United States, from the Mexican-American War to NAFTA. (CHUM; CGCL; CMCL)

HIST 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work

both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

HIST 221 United States History and Constitutions to 1865 (3 credits)

This course examines the development of the nation from the age of exploration to the end of the Civil War. It emphasizes the economic, political, intellectual and social maturing of the United States. *Either semester* (CHUM; CUSC)

HIST 222 United States History and Constitutions since 1865 (3 credits)

This course continues the study begun in HIST 221 down to the present. It emphasizes the growth of America as an industrial and world power and the increasing role of government in American life. *Either semester* (CHUM, CUSC)

HIST 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in History allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *HIST 286 fall semester, HIST 287 spring semester*

HIST 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

HIST 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced

†May be taken for graduate level credit.

in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

300 and 400-level courses in history are designed primarily for juniors and seniors. As a minimum preparation, those taking upper-level courses in European, Asian, African, and Latin American history must have completed 3 credits in HIST 111, 121 or 131. Those taking upper-level courses in U.S. or Canadian history must have completed either HIST 221 or HIST 222. Exceptions to these requirements must be approved by the department.

HIST 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Consent of the department

Special topics in history. Open to Commonwealth and departmental honors students. Three hourly meetings weekly. *HIST 338 Fall semester, HIST 339 Spring semester*

HIST 391 Historiography (3 credits)

Prerequisite: Consent of the department chairperson and the instructor
Writings of major historians, evaluation through professional journals and book reviews. Enrollment limited to fifteen.

HIST 400 The Ancient World: Near East (3 credits†)

Prerequisite: HIST 111 or HIST 121 or HIST 131

From prehistoric times through the Persian Empire.

HIST 403 Ancient Greece and the Hellenistic Age (3 credits†)

Prerequisite: HIST 111 or HIST 121 or HIST 131

An historical survey of Ancient Greece and a comprehensive study of the cultural contributions of the Greeks to western civilization.

HIST 404 The Ancient World: Rome (3 credits†)

Prerequisite: HIST 111 or HIST 121 or HIST 131

From its beginnings to the barbarian invasions.

HIST 406 Rise of Early Christianity (3 credits†)

Prerequisite: HIST 111 or HIST 121 or HIST 131

This course traces the development of Christian beginnings from the birth of Christ to the Council of Nicaea in A.D. 325. It intends to examine the cultural, social, intellectual, political and religious climate in the Roman Empire out of which Christianity sprang, the problems the early Christians encountered, and the Christian reaction to these problems.

HIST 407 Mystery Religions (3 credits†)

The course will examine the survival of Greek religion in the empire of Alexander the Great and his successors, and the interaction of the Greek religion with the religions of the Ancient Near East under the new conditions and circumstances created by Alexander's conquests.

HIST 415 Europe in the Middle Ages (3 credits†)

From the fall of Rome to the Renaissance. *Offered once in three years*

HIST 418 Renaissance Europe (3 credits†)

Prerequisite: One of the following: HIST 111 or HIST 112 or HIST 131 or HIST 132

This course will begin with an examination of the implications of the commercial revolution in Western Europe and with the rise of the Italian communes and then explore the demographic, social, political, military, cultural, and economic history of western and central Europe during the Renaissance.

HIST 419 The Reformation and Wars of Religion (3 credits)

Prerequisite: One of the following: HIST 111 or HIST 112 or HIST 131 or HIST 132

This course will examine the causes, conditions, and results including domestic and international warfare of the Protestant Reformation and Catholic Reform movement in Europe and its colonies to ca. 1648.

HIST 420 Early Modern Europe: Society and Culture (3 credits)

Prerequisite: One of the following: HIST 111 or HIST 112 or HIST 131 or HIST 132

This course will explore the history of European social and economic life, thought, and culture of elites and common folk from the 16th through the 18th centuries.

HIST 421 European Women's History: Medieval Renaissance and Reformation (3 credits†)

Prerequisite: HIST 111 or HIST 112; or consent of the instructor
An examination of the prescriptive notions of "woman" as well as the varieties of actual historical experiences of women in western European society from the early Middle Ages through the Renaissance and Reformation periods (ca. 500-1650). *Offered alternate years*

HIST 425 British History since 1603 (3 credits†)

England and its empire to 1815 with stress on parallel developments in American history, including economic and social factors.

HIST 426 British Empire and Commonwealth since 1815 (3 credits†)

Political development to the present with emphasis on the rise and fall of the second empire.

HIST 430 Nineteenth Century Europe (3 credits†)

From the Napoleonic era to the eve of the First World War.

HIST 431 Twentieth Century Europe (3 credits†)

Particular focus on backgrounds, development, and effects of the two world wars.

HIST 432 Intellectual History of Modern Europe (3 credits†)

From the Renaissance to the present. *Offered once in three years*

HIST 434 Modern Russia to 1917 (3 credits†)

Political, social, and economic factors in the history of Russia from the end of the 15th century to the Revolution.

HIST 435 History of the U.S.S.R. (3 credits†)

The political, social, intellectual, and diplomatic history of the Soviet Union.

HIST 436 History of East-Central Europe since 1918 (3 credits†)

The political, social, economic, cultural and intellectual history of Austria, Hungary, Czechoslovakia and Poland during the interwar period and that of the Socialist Republics (Hungary, Czechoslovakia, Poland, and East Germany) from the Second World War to 1989. *Offered once in three years*

HIST 437 European National Histories (3 credits†)

Prerequisite: One of the following: HIST 111 or HIST 112 or HIST 131 or HIST 132

This course will treat an individual nation in the context of Modern European History. The country to be studied will be announced in the *Course Schedule* in advance. The course may focus, for example, on France, Germany, Italy, Poland, Portugal, or Spain. This course may be repeated for different topics.

HIST 439 Topics in Non-United States History (3 credits†)

Varied topics such as the Crusades, Latin American revolutions. This course may be repeated for different topics. *Either semester*

HIST 440 Topics in United States History (3 credits†)

Varied topics such as the French in New England, History of Boston, American assassinations, the Vietnam War and Abraham Lincoln. This course may be repeated for different topics. *Either semester*

HIST 441 United States History: The Colonial Period 1607-1763 (3 credits†)

The settlement and growth of the English colonies of America; England's colonial policies; economic and institutional development in the provincial period; the wars with the Indians, and the rivalry with the French in America. *Offered alternate years*

HIST 442 United States History: The American Revolution 1763-1787 (3 credits†)

Background and causes of the American Revolution; the military, social, political, and diplomatic aspects of the Revolution. The government under the Articles of Confederation and the problems engendered by the attainment of political independence. *Offered alternate years*

HIST 443 United States History: The Early National Period (3 credits†)

United States History from the establishment of the Republic to the election of Andrew Jackson.

HIST 444 Jacksonian Democracy and the Coming of the Civil War (3 credits†)

The election of Andrew Jackson and the "rise of the common man," the Whig-Democrat rivalry, the Texas question, Manifest Destiny, the rise of abolitionism, the events leading to the outbreak of the Civil War.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

HIST 445 United States History: The Civil War (3 credits†)

Background and causes of the Civil War, the military and naval aspects. Civil War music, art, and literature; diplomacy of the Civil War; the home front in the war; the plans for reconstruction; and military reconstruction. *Fall semester*

HIST 446 United States History: 1865–1900 (3 credits†)

The emphasis is on Reconstruction, Populism and Bryan, Gilded Age and Cleveland, Imperialism and McKinley.

HIST 448 United States Foreign Relations to 1900 (3 credits†)

From the American Revolution to 1900. *Fall semester*

HIST 453 United States History: Progressive Era (3 credits†)

The rise of the Progressive movement in American history to the early 1920s as reflected in politics, government and the social and intellectual life of the era. *Offered alternate years*

HIST 455 History Study Tour (country to be determined) (3 credits)

Prerequisite: Consent of instructor

This course will offer students a first-hand, supervised crosscultural travel and study experience from a historical perspective. Students will participate in lectures, site visits, research and other academic experiences, including pre- and post-travel activities, as appropriate. Topics focus on historical development of world cultures such as walled cities in Italy and heritage sites in Japan. This course is interdisciplinary in nature, drawing upon perspectives such as visual and performing arts, religious traditions, political organization, economic development, and family life. This course may be taken as an elective or an area requirement for history credits.

HIST 456 World War II (3 credits†)

A study of the global conflict with emphasis on military, diplomatic, and political events. *Fall semester*

HIST 457 America since World War II (3 credits†)

Prerequisite: HIST 221 and HIST 222

The political, social, cultural and diplomatic development of America since World War II with emphasis on the Cold War, the Civil Rights Movement, and the debate over Welfare State.

HIST 458 North American Women's and Gender History (3 credits)

This course explores the history of women and gender in the United States and Canada from the colonial period to the present. It pays particular attention to the ways in which categories of gender, race, class, and ethnicity have intersected and changed over time. Students who elect both HIST 458 and HIST 466 American Women's History may use only one of the courses to meet History Major Requirements. *Offered every other years*

HIST 461 American Immigration and Ethnicity (3 credits†)

Patterns of migration to the United States with particular emphasis on the 19th and 20th centuries. *Fall semester*

†May be taken for graduate level credit.

HIST 462 American Labor History (3 credits†)

The pre-industry and industrial periods. Emphasis on reciprocal relations of workers, immigrants, urbanization, and industrialization. *Either semester*

HIST 464 New England Textile Communities: Social and Economic History (3 credits†)

Social history emphasizing economic, ethnic, labor, political and religious factors during a period when the New England region achieved ascendancy as the nation's foremost cotton textile area. *Offered alternate years*

HIST 465 African-American History (3 credits†)

From the colonial period through the present.

HIST 466 Women in American History (3 credits†)

A history of American women from the colonial period to the present time. Students who elect both HIST 458 and HIST 466 may use only one of these courses to meet the History Major Requirements. *Offered alternate years*

HIST 471 Sport in American Life (3 credits†)

Prerequisite: HIST 221 or HIST 222

The rise of sport in American society, stressing its cultural, economic, and social impact since the Civil War. *Spring semester*

HIST 473 Asian-American History (3 credits)

Prerequisite: HIST 221 or HIST 222; and one of the following:

HIST 111, HIST 112, HIST 131, HIST 132, HIST 151

This course explores Asian-American history, from the 19th century to the present. It will focus on the changing experiences of Asian-Americans within the larger context of immigration and race relations in American history.

HIST 474 History of the Middle East 500–1700 (3 credits†)

Prerequisite: HIST 112 and HIST 121 and HIST 131

This course studies Islamic civilization and history from 500 to 1700 C.E. It briefly surveys the pre-Islamic Middle East and explores the rise of Islam as a religious and political force. Topics include the Golden Age of the Umayyad and Abbasid dynasties, the establishment of regional empires, the Mongol invasion, and the emergence of "gunpowder empires." Particular attention is given to cultural, religious, and political development in the Islamic world.

HIST 475 History of the Middle East, 1700 to the Present (3 credits†)

Prerequisite: HIST 132 or HIST 112

This course studies Middle Eastern history and culture from 1700 to the present. Topics include the impact of European imperialism, the response of regional (especially Ottoman) reform movements, the rise of Arab nationalism, the Arab-Israeli conflict, and the history of Iran, particularly its two twentieth-century revolutions. The course also seeks to explain the rise of political Islam in light of its historical context.

HIST 476 The Arab-Israeli Conflict (3 credits†)

Zionism and Arab nationalism from the 19th century to the present with emphasis on the root causes of the present conflict.

HIST 477 Latin America: The Colonial Period (3 credits†)

Indigenous peoples of the area, exploration and conquest, institutional development of the empire to the revolts against Spain.

HIST 478 Latin America: The National Period (3 credits†)

From the revolutions against Spain to the present.

HIST 480 History of Imperial China (3 credits†)

This course will provide an overview of Chinese civilization and society, with an emphasis on the history of late imperial China from the 11th through the 19th centuries.

HIST 481 China Under Communism (3 credits†)

Prerequisite: One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132, HIST 151, HIST 221, HIST 222
The social, political, and economic transformation of China from an agrarian empire to a revolutionary, socialist nation.

HIST 482 History of Modern Japan (3 credits†)

This course will provide an overview of Japan's transformation from a feudal regime to a modern nation, with an emphasis on the period from 1600 to the present.

HIST 483 South Asia: The Modern Period (3 credits†)

Emphasis on colonialism and nationalism in the Indian sub-continent and Vietnam. *Fall semester*

HIST 484 War and Revolution in Modern Asia (3 credits†)

Prerequisite: One of the following: HIST 111, HIST 121, HIST 131, HIST 132, HIST 151, HIST 221, HIST 222
This course will examine the revolutionary movements and military conflicts in Asia in the 20th century, with an emphasis on China and Japan.

HIST 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

HIST 487 Canadian History to Confederation (3 credits†)

The land, the native peoples, exploration, patterns of settlement of the French through the Conquest to the development of English institutions.

HIST 488 Canadian History since Confederation (3 credits†)

The evolution of an independent Canada from the time of the Confederation.

†May be taken for graduate level credit.

HIST 489 History of Canadian-American Relations (3 credits†)

An analysis of the Canadian efforts to remain friendly with the giant to the south while protecting its political, economic and cultural integrity. *Offered once in three years*

HIST 490 Historical Studies at Oxford (3 credits†)

Study of selected topics in European History. (This is a special program in England at Oxford University during July. Additional fees are required.) Open to juniors and seniors only.

HIST 491 Medicine and Society in the North Atlantic World (3 credits†)

Prerequisite: One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132, HIST 221, HIST 222 or consent of the instructor

This course explores themes in the social history of health, medicine and gender in the English-speaking North Atlantic world, from the beginning of the 18th century to 1920. The course compares how western societies have conceived of "health" for men and women and examines how the delivery of medical care in these societies changed over time. Specific topics will include changing conceptions of the body, popular healing, and medical professionalization. The course includes both lectures and seminars.

HIST 494 Quebec and Canada since 1867 (3 credits†)

Prerequisite: One of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132, HIST 221, HIST 222 or consent of the instructor

This course examines the love-hate relationship that emerged between French Canada and English Canada in the years between Confederation and the 1995 referendum on separatism in Quebec. How did francophones and anglophones negotiate coexistence within Canada in these years? What are the main sources of separatist feeling in French Quebec? Themes that will be examined include the economic dominance of English Canada over French Canada, the transformation of Quebecois nationalism, and the importance of language protection to French-Canadian culture.

HIST 495 Undergraduate History Colloquium (3 credits)

Prerequisite: Two of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132; and HIST 221 and HIST 222

The undergraduate history colloquium is a text and discussion-based, writing-intensive course that focuses on a specific historical topic and relevant historiographical issues, and required development of research skills. This course may be repeated for different topics.

HIST 496 Undergraduate History Seminar (3 credits)

Prerequisite: Two of the following: HIST 111, HIST 112, HIST 121, HIST 131, HIST 132; and HIST 221, HIST 222 or consent of instructor

The undergraduate history seminar is an intensive course in which students will write a major research paper involving original research. Students will present and critique papers on specific historical topics and relevant historiographical literature. This course does not carry graduate credit.

HIST 498 Internship in History (3-6 credits)

Prerequisite: Consent of the department; formal application required

Intended to expose student participants to historical artifacts and

primary source materials. Host agencies may include museums and public and private historical organizations. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

HIST 499 Directed Study in History (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits or with an internship program—combined credit maximum, six. *Either semester*

HIST 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

HIST 540 Topical Seminar: U.S. (3 credits)

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the *Course Schedule*. This course may be repeated for different topics. Limited enrollment.

HIST 545 Topical Seminar: Canada (3 credits)

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the *Course Schedule*. This course may be repeated for different topics.

HIST 550 Topical Seminar: Europe (3 credits)

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the *Course Schedule*. This course may be repeated for different topics. Limited enrollment.

HIST 560 Topical Seminar: Latin America (3 credits)

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the *Course Schedule*. Limited enrollment. This course may be repeated for different topics.

HIST 570 Topical Seminar: Africa (3 credits)

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the *Course Schedule*. Limited enrollment. This course may be repeated for different topics.

HIST 580 Topical Seminar: Asia (3 credits)

This course will stress reading and research in a limited field. Topics will vary each time the course is given and will be announced in the *Course Schedule*. Limited enrollment. This course may be repeated for different topics.

Other Approved Courses:

HIST 122 World Civilization II: Medieval
HIST 123 World Civilization III: Early Modern
HIST 364 Topics in Recent American History
HIST 365 American Economic History

HIST 366 Constitutional History of the United States
HIST 408 Jews and Christians in the Ancient Roman World
HIST/ANTH 409 Mesoamerican Societies and Cultures

HIST 422 Slavery and Race in the Atlantic World

HIST 423 Portuguese Seaborne Empire

HIST 428 Louis XIV and the Age of Absolutism

HIST 429 The French Revolution and the Napoleonic Era

HIST 433 Modern European Imperialism

HIST 449 United States Foreign Relations since 1900

HIST 450 Social and Intellectual History of the U.S. to 1870

HIST 451 Social and Intellectual History of the United States 1870-1914

HIST 452 Social and Intellectual History of the U.S.

HIST 460 History of American Indians since 1914

HIST 463 History of the American City

HIST 468 History of American West

HIST 469 American Political History

HIST 470 Contemporary Affairs

HIST 486 Africa since 1800

HIST 492 Historical Museum Management

HIST 493 Museum Management: A Practicum

HIST 501 Seminar in Historical Methodology

HIST 502 Research

HIST 521 Pilgrim Heritage Seminar

HIGH SCHOOL EDUCATION (HSED) (also see EDHM)

HSED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

HSED 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: _____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if _____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the

connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

HSED 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____ 298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

HSED ____ Strategies for Teaching in the High School (3 credits†)

Prerequisite: EDHM 235, EDHM 335 and admission to the Professional Education Program

Prerequisite for HSED 465: EDHM 210, EDHM 235 and EDHM 335 and admission to the Professional Education Program
Strategies, including methods, materials and media for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area high schools. A student registers for the course appropriate to his major according to the following schedule:

HSED 412 History

HSED 414 English

HSED 422 Mathematics

HSED 465 Integrated Science

HSED 414 and HSED 422 fall semester; HSED 412 spring semester

HSED 495 High School Practicum (12 credits†)

Prerequisite: MSED 200, MSED 300, MSED 400 and MSED 440

Student teaching is the culminating experience in the high school program. Students demonstrate their ability to be an effective teacher in this semester long practicum.

HSED 499 Directed Study in High School Education (1-3 credits)

Prerequisite: Consent of the department

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. Either semester

†May be taken for graduate level credit.

HSED 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

HSED 560 Special Topics (3 credits)

Prerequisite: Course prerequisites may be specified depending on the nature of the topic

Special topics of current relevance in education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May take more than once with consent of the adviser.

Other Approved Courses:

HSED 415 Strategies for Teaching in the High School – Behavioral Sciences

HSED 416 Strategies for Teaching in the High School – Earth Sciences

HSED 417 Strategies for Teaching in the High School – Geography

HSED 419 Strategies for Teaching in the High School – Physical Science

HSED 421 Strategies for Teaching in the High School – Biology

HSED 460 Strategies for Teaching in the High School – Topics in Secondary Education

HSED 490 Student Teaching Practicum – High School

HSED 491 Internship in High School Education

HSED 502 Research

HSED 545 Curriculum Development for the Academically Talented Student in the Secondary School

HSED 546 The Internet for Educators

INSTRUCTIONAL TECHNOLOGY (INST)

INST 500 Introduction to Instructional Technology (3 credits)

Prerequisite: Working knowledge of Windows and Macintosh platforms

This course is designed to help students explore how instructional technology can be used for teaching and learning. This course has two primary goals: 1) to provoke ideas about ways computers can be used in school and non-school settings to enhance teaching and learning and 2) to gain experience with software and technology as teaching tools.

INST 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

INST 509 Foundations of Instructional Technology (3 credits)

Prerequisite: Working knowledge of Windows, MacIntosh platform, and MS Office

The history, current practices, and future directions of the Instructional Technology field provide a framework for student-creation of teaching and learning tools. Presentation, collabora-

tion, and multi-media become vehicles for learning as students probe the role of technology within the PreK-12 environment.

INST 521 Current Applications and Integration (3 credits)

Prerequisite: INST 509 or consent of instructor

Students will explore the application and integration of electronic tools in instructional settings. Collaborative environments, electronic assessment tools, and authoring systems will be applied to foster the further development of PreK-12 teaching and learning. Emphasis will be placed on the integration of technology into the curriculum.

INST 522 Instructional Design (3 credits)

Prerequisite: INST 509 or consent of instructor

Using a systematic approach, students will design, develop, evaluate and revise instruction to meet defined goals and objectives. Contemporary theories of learning become the framework and catalyst for the design process.

INST 523 Information Access and the Internet (3 credits)

This course provides continued development in the use of telecommunications and the Internet. Advanced hands-on practice in using the Internet, ethical and legal issues related to responsible classroom use of the Internet and a wide variety of curriculum connections will be explored.

INST 524 Technology Leadership (3 credits)

Procedures for the establishment or continued development of PreK-12 instructional technology programs will be the focus of this course. Students will learn roles and responsibilities for the technology leader: vision, strategic planning, budget development, equity, purchasing, staff development, technology policies and program evaluation.

INST 525 Emergent Technology and Learning Environments (3 credits)

Prerequisite: INST 524 or consent of instructor

Students will explore new and emerging technologies and construct the philosophical framework for how these technologies can be integrated into PreK-12 education. Planning, diffusion of innovation, and the educational change process will be discussed. Currently, the technologies that will be studied include those related to virtual reality, decentralized systems, intelligent agents, and distance education.

INST 526 Making Connections: Networking (3 credits)

Application of networking concepts related to the management of local area networks. Includes topics related to repair, setup, management, and maintenance of local area networks in the PreK-12 environment.

INST 551 Home Pages for Educators (3 credits)

This course will provide students with a thorough look at important Web sites for educational use; in-depth skills in effectively utilizing search engine strategies for students; the tools and methodology necessary to create a content-rich Web site for school; effective ways to link the vast resources of the Internet to curriculum content; a multidisciplinary model for Internet curriculum integration; the information and tools needed to critically evaluate a Web page; (students will evaluate the critical

elements which must be present to give credibility to a page); strategies for utilizing the Internet and Web page use, construction, and curriculum development as an integral part of curriculum design; the implications of utilizing the Internet and a school's Web page to publish student work; and the background in the moral, legal and ethical considerations of Internet use and Web page development in the schools and how to translate this knowledge into effective school policy.

INST 552 Multimedia for Educators (3 credits)

The course will provide an introduction to multimedia. The power of multimedia allows the teacher to be a developer of software or to facilitate student development of software. The focus will be on good multimedia design, the user, and evaluation. Incorporation of media such as video, sound and graphics will also be included.

INST 560 Topics in Instructional Technology (1-3 credits)

Special topics of current relevance in instructional technology education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the student's adviser.

INST 562 Empowering Educators with Technology (3 credits)

Empowering Educators with Technology, INST 562, is a graduate level course that provides an intensive, week-long encounter with educational technology. Online technologies, state-frameworks alignment, and student learning will be explored.

INST 590 Seminar in Instructional Technology: Research and Analysis (3 credits)

Prerequisite: EDMC 530 and a minimum of 21 credit hours in instructional technology

This course will build on the knowledge obtained in EDMC 530 The Teacher as Researcher and all other courses taken toward the degree. Students will examine major issues and problems within the instructional technology field including, but not limited to, achievement, motivation, access, and equity. In this course, students will develop and in INST 596 implement a research project pertaining to the implementation or integration of instructional technology into the teaching and learning process in PreK-12 education.

INST 596 Clinical Experience (3 or 6 credits)

Prerequisite: INST 590 and acceptance and retention in the Professional Education Program, satisfactory completion of program requirements, and consent of the instructional technology coordinator

During the clinical experience, the student is employed in the role of an Instructional Technology Specialist in a PreK-12 school setting under appropriate school and college supervision. The clinical experience consists of 200 clock hours (3 credits) for those who hold a standard teaching certificate, and 400 hours (6 credits) for students who hold the minimum provisional with advanced standing teaching certificate. If the student is not employed, he/she will be placed full-time in an appropriate school setting under the direction of a qualified practitioner and college supervisor.

INTERDISCIPLINARY (INTD) (see also NSCI, WMST)

INTD 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

INTD 200 Introduction to Canadian Studies (3 credits)

An interdisciplinary course, which acts as the initial course for the general student and for those wishing to pursue a track in Canadian Studies. The following areas are included: anthropology, art, economics, education, English, French, geography, government, history, music, religion, sociology and theater. *Fall semester* (CSOC; CGCL)

INTD 211 History and Literature of Western Civilization I (3 credits)

Prerequisite: Enrollment in Commonwealth Honors and consent of the instructors

A study of selected historical and literary documents, which shaped and in turn were formed by the civilization of the West. The course will focus on the classical, medieval and early renaissance periods and will be taught by two instructors, one from the Department of History and one from the Department of English.

INTD 216 Introduction to Irish-American Studies (3 credits)

This course presents an interdisciplinary overview of the history, culture, and identity of the Irish in America. The following areas are included: art, education, English, government, history, music, religion, sociology, and theater. *Offered alternate years*

INTD 220 Introduction to American Studies (3 credits)

Sophomores should enroll in this interdisciplinary course which is the initial course for the minor in American Studies. The course aims to examine from several perspectives one problem or period in the American experience. The topic, to be announced before registration, changes from year to year. Disciplines involved include: English, history, art, philosophy, political science and others.

INTD/PHED 236 Games and Sport of Arctic People (3 credits)

A historical and philosophical study of the games and sport of traditional Arctic people, including an overview of the cultural attributes that inform the above.

INTD/WMST 240 Critical Perspectives in Women's and Gender Studies (3 credits)

This course introduces students to the historical background and theoretical frameworks of women's studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women's studies and the implications of feminist thought for society and the individual. *Spring semester*

INTD 250 Introduction to Multimedia (3 credits)

Prerequisites: A familiarity with either Windows or the Macintosh system

The components of multimedia, text, graphics, sound, animation and video, will be studied as parts of a cohesive whole, integrated through the computer. Attention will be given to aspects of effective screen design and navigation structures. Various types of multimedia applications will be examined.

INTD 270 The Internet and the Web (3 credits)

Prerequisite: A familiarity with either Windows or the Macintosh system

This course will provide an introduction to some of the basic tools needed to navigate the Internet and to retrieve information from Internet sites. Tools covered include e-mail, telnet, ftp, gopher, listserve and the World Wide Web. The course will also include a look at the history of the Internet. In addition, students will learn HTML, the language of the World Wide Web, in order to create effective web pages. Aspects of page design and navigational design will be included.

INTD 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

INTD 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and

basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

INTD 338-339 Honors Tutorial (3 credits each semester)

Prerequisites: Open to Commonwealth Honors students at the junior and senior levels; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3

Special topics of an interdisciplinary nature. Three hourly meetings weekly. INTD 338 fall semester, INTD 339 spring semester

INTD/COMM/PSYC 349 Perspectives on the Holocaust (3 credits)

Prerequisite: PSYC 100 and COMM 130

This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for juniors and seniors. Offered once each year

INTD 350 Soil Identification and Interpretation for Land Use (3 credits)

Prerequisites: GEOG 121, EASC 100 or the written consent of the instructor

Soils are a recent record of what has been happening both physically and chemically beneath the ground surface. Being able to interpret the different soil characteristics is essential to understanding the suitability and environmental concerns of a site for agricultural use, residential and urban development, on-site sewage disposal, presence of wetland (hydric) soils, sources of sand and gravel, etc. This course stresses hands-on field techniques.

INTD 416 Irish-American Seminar (3 credits)

This course will discuss interdisciplinary topics, which change from year to year, will be developed in a small group, seminar setting. This capstone course is required for the Irish-American Studies minor. Offered alternate years

INTD 420 American Studies Seminar (3 credits)

Interdisciplinary topics, which change from year to year, will be developed in a small group, seminar setting. Juniors and seniors in the program will enroll in this seminar twice, studying two different topics for a total of 6 hours.

INTD 485 Honors Thesis (3 credits)

Prerequisites: Open to Commonwealth Honors students; completion of three Honors Colloquia and attainment of an overall GPA of at least 3.3

One-hour weekly meetings with the thesis director, normally a member of the student's major department, will culminate in an honors thesis. Whether the final version of the thesis qualifies the student to graduate with Commonwealth Honors will be determined by the student's Ad Hoc Commonwealth Honors Thesis Committee. May be repeated. Either semester

Other Approved Courses:

INTD 101 Freshman Seminar

INTD/WMST 230 Introduction to Women's Studies

INTD/WMST 330 Issues and Perspectives in Women's Studies

INTD 427 Ireland in Literature and History, 1798-1922

INTD/WMST 430 Seminar: Research Theory and Methods in Women's Studies

LANGUAGES

ARABIC (LAAR)

LAAR 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LAAR 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LAAR 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity

to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

LAAR 101 Elementary Arabic I
LAAR 101 Elementary Arabic II
LAAR 151 Intermediate Arabic
LAAR 172 Business Arabic
LAAR 211 Arabic Literature in Translation

CHINESE (LACH)

LACH 101 Elementary Chinese I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LACH 102 Elementary Chinese II (3 credits)

Prerequisite: LACH 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LACH 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LACH 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LACH 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

FRENCH (LAFR)

LAFR 101 Elementary French I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAFR 102 Elementary French II (3 credits)

Prerequisite: LAFR 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAFR 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and

fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LAFR 298 Second Year Seminar (Speaking Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LAFR 299 Second Year Seminar (Writing Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

LAFR 251 Intermediate French
LAFR 252 Reading in French
LAFR 271 Patterns of the French Language
LAFR 272 Advanced French Composition

GERMAN (LAGE)

LAGE 101 Elementary German I (3 credits)

Prerequisite: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and

paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAGE 102 Elementary German II (3 credits)

Prerequisite: LAGE 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAGE 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

**LAGE 298 Second Year Seminar (Speaking Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LAGE 299 Second Year Seminar (Writing Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will

improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

- LAGE 151 Intermediate German I
- LAGE 181-182 Advanced German I-II
- LAGE 191-192 Scientific German I-II
- LAGE 201-202 Survey of German Literature I-II
- LAGE 252 Reading in German
- LAGE 262 German Life and Literature under Hitler in English
- LAGE 272 Aspects of German Culture and Civilization in English
- LAGE 282 German Conversation and Civilization
- LAGE 301 Modern German Literature
- LAGE 310 The Modern German Novel in English Translation
- LAGE 320 Contemporary German Drama in English Translation
- LAGE 330 Major German Writers in English Translation
- LAGE 340 The German Novella in English Translation
- LAGE 351 German Romanticism
- LAGE 460 Seminar in German Literature

ITALIAN (LAIT)

LAIT 101 Elementary Italian I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAIT 102 Elementary Italian II (3 credits)

Prerequisite: LAIT 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAIT 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and

technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LAIT 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LAIT 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

- LAIT 151 Intermediate Italian I
- LAIT 181-182 Advanced Italian I-II
- LAIT 252 Reading in Italian

JAPANESE (LAJA)

LAJA 101 Elementary Japanese I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal

objective of the course. (CHUM; CGCL)

LAJA 102 Elementary Japanese II (3 credits)

Prerequisite: LAJA 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structure is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAJA 172 Business Japanese (3 credits)

Prerequisite: LAJA 151 or equivalent

An introduction to the language of business and professional careers and pertinent aspects of modern Japanese society and culture. Emphasis is placed on the development of comprehension and communication business skills. Conducted in Japanese. Fall semester

LAJA 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LAJA 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LAJA 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if

____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

LAJA 151 Intermediate Japanese

LANGUAGES GENERAL (LANG)

LANG 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LANG 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199, Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LANG 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if

298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LANG 300 Languages of the World (3 credits)

Prerequisite: Students must have completed two of the following western civilization courses: HIST 111 or HIST 112 or HIST 121 or HIST 124 or HIST 131 or HIST 132; or completed one of these western civilization courses and one of the following: HIST 221 or HIST 222
This course will analyze the diversity of language systems and their fundamental similarities. Students will examine their own beliefs about language and language use. Movements of languages and language families across the globe will add historical and social perspective.

LANG 324 Foreign/Second Language Applied Linguistics (3 credits)

Prerequisite: LASP 271 or ENGL 323 or consent of instructor
The course will treat first, second and foreign language learning in home and educational settings. Emphasis is placed on differences between linguistic and pedagogical grammars, strong versus weak contrastive hypotheses, and on the notion of transitional competence. Research techniques are analyzed.

LANG 350 International Women's Cinema (3 credits)

This course explores international women's cinema that spans a spectrum of cultures, races, ethnicities, sexualities, languages, and visual aesthetics. The diverse ways in which women directors enlist cinematic art to articulate and debate such issues as: differences between Non-western and Western cultural representations and perceptions of female bodies and body image; explorations of gender, race, and class; varying notions about feminism within non-Western and Western cultures; experimental, documentary, and feature film techniques that challenge cinematic patriarchy and racism; globalization, technomolgy, and women's lives in the new millennium; and more will be explored.

LANG 498 Internship in Foreign Languages (3-15 credits)

Prerequisite: 24 credits in Spanish major, consent of the department; formal application required

An off-campus experience to expand the cultural and occupational potential of the student using a foreign language in a working environment. A maximum of three credits may be substituted for one course in major with departmental approval. Graded on a (P) Pass/(N) No Pass basis.

LANG 499 Directed Study in Foreign Language (1-3 credits)

Prerequisite: Consent of the department

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

LANG 560 Special Topics in Foreign Languages (variable credit)

Prerequisite: May be specified depending on the nature of the topic
Special topics of current relevance in foreign languages will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once for different topics.

Other Approved Courses:

LANG 135-136 Freshman Honors Colloquium
LANG 286-287 Sophomore Honors Colloquium
LANG 310 Comparative Medieval Romance Literatures in English Translation
LANG 311 Dante and Medieval Culture in Translation
LANG 338-339 Honors Tutorial
LANG 485 Honors Thesis
LANG 502 Research
LANG 503 Directed Study

PORTUGUESE (LAPO)

LAPO 101 Elementary Portuguese I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAPO 102 Elementary Portuguese II (3 credits)

Prerequisite: LAPO 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LAPO 151 Intermediate Portuguese I (3 credits)

Prerequisite: LAPO 102

This course is a review of Portuguese grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to Portuguese culture. (CHUM; CGCL)

LAPO 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive

and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LAPO 252 Reading in Portuguese (3 credits)

Prerequisite: LAPO 151 or consent of instructor

The student is introduced to the reading, analysis and discussion of modern literary and cultural texts from Portuguese-speaking countries. The emphasis is on the development of reading comprehension skills and vocabulary.

LAPO 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LAPO 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

RUSSIAN (LARU)

LARU 101 Elementary Russian I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and

paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LARU 102 Elementary Russian II (3 credits)

Prerequisite: LARU 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LARU 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LARU 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LARU 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific

academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

LARU 151-152 Intermediate Russian I-II

LARU 181-182 Advanced Russian I-II

LARU 252 Reading in Russian

SPANISH (LASP)

LASP 101 Elementary Spanish I (3 credits)

Note: See the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

An introduction to elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LASP 102 Elementary Spanish II (3 credits)

Prerequisite: LASP 101; or see the Departmental Foreign Language Policy in the Foreign Languages section of this catalog

The further study of elementary syntactic, semantic, phonetic and paralinguistic structures is offered. Pertinent everyday cultural concepts are discussed. Relevant comparison and contrast with the native language is treated. Functional communication in the second language in a controlled environment is the principal objective of the course. (CHUM; CGCL)

LASP 151 Intermediate Spanish (3 credits)

Prerequisite: LASP 102

A review of Spanish grammar with emphasis given to reading, writing, listening and speaking; systematic laboratory practice; an introduction to aspects of Hispanic culture. Conducted in Spanish. (CHUM; CGCL)

LASP 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LASP 210 Latin American Poetry in Translation (3 credits)

The course offers readings and discussions of poetry from the colonial period through modern times with primary focus on authors of the 19th and 20th century. The class will consider thematic issues within their cultural/historical settings and will compare European and non-European poetry. The course includes such poets as Sor Juana Ines de la Cruz, José Maria Heredia, Ruben Darío, Gabriela Mistral, Pablo Neruda and Octavio Paz. Not applicable toward the Spanish major or minor.

LASP 220 The Contemporary Latin American Novel in English Translation (3 credits)

This course introduces the student to the primary works of Latin American writers such as Cortázar, Carpentier, Garcia, Márquez, Vargas Llosa and Donoso. The class will study Magic Realism, the Boom and Post-Boom literary currents and compare them with European literary trends. Not applicable toward the Spanish major or minor.

LASP 230 Contemporary Latin American Short Story in Translation (3 credits)

The course offers readings and discussion of the 20th century short stories with primary focus on major literary trends and representative male/female authors. The course considers the thematic issues and narrative features that characterize works belonging to Fantastic Literature, Magical Realism, the Boom and Post-Boom and places them within an historical/cultural context. The study includes such authors as Jorge Luis Borges, Juan Rulfo, Garcia Márquez, Rosario Ferré and Isabel Allende. Not applicable toward the Spanish major or minor. (CHUM; CGCL; CMCL)

LASP 252 Reading in Spanish (3 credits)

Prerequisite: LASP 151 or consent of the instructor

The student is introduced to the reading, analysis, and discussion of semi-edited modern literary and cultural texts from Spain, Latin America and the Caribbean. The emphasis is on the development of reading comprehension skills and vocabulary. Conducted in Spanish.

LASP 271 Patterns of the Spanish Language (3 credits)

Prerequisite: LASP 252 or consent of the instructor

Consideration given to writing patterns and to oral patterns with emphasis on lexicon and phonetics. Conducted in Spanish.

LASP 272 Spanish Composition (3 credits)

Prerequisite: LASP 271 or consent of the instructor

The student develops writing skills utilizing sources from the Spanish-speaking world. Different writing skills and styles are introduced and practiced. Systematic review is conducted with emphasis on more advanced language patterns. Conducted in Spanish.

LASP 281 Spanish Conversation (3 credits)

Prerequisite: LASP 271 or consent of the instructor

Fluent expression in formal and informal speech is stressed in this course. Oral proficiency is improved by the systematic study of the lexicon and speaking styles. Students must complete work in analyzing various media in Spanish. This course is conducted in Spanish.

**LASP 290 Spanish Phonetics and Dialectology
(3 credits)**

Prerequisite: LASP 281 or consent of instructor

This course provides a comprehensive description of the sound system of Spanish. It includes a discussion of the major phonetic characteristics of regional and social varieties of the Spanish of Spain and Latin America. Special attention is given to the identification of pronunciation problems of non-native speakers, with an emphasis on English pronunciation patterns. Students will be required to study the phonetics terminology and to relate the readings to sample recordings of native speakers. Students will conduct two audiotaped interviews and write an analysis of recorded materials as a final project. Conducted in Spanish.

**LASP 298 Second Year Seminar (Speaking Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**LASP 299 Second Year Seminar (Writing Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LASP 350 Gender, Sexuality, and Politics in Hispanic Cinema (3 credits)

Prerequisite: LASP 271 and LASP 272 or consent of the instructor

This course will explore Hispanic cinema from such directors as the surrealists Luis Buñuel and Salvador Dalí to the contemporary work of Pedro Almodóvar, Fina Torres, and Tomás Gutiérrez

Alea. The study of cinematic techniques will be contextualized with reference to Hollywood, independent, and European cinema. Close analysis will shed light on such issues as 1.) links between the sexual body and the body politic; 2.) constructions of "woman" as monster; 3.) post-Francoist countercultural critiques of family and society; 4.) cinematic violence as riposte to fascist ideologies; 5.) cultural spectacles such as the bullfight, religious procession, and saintly relic; 6.) feminist challenges to a patriarchal cinematic gaze; and 7.) surrealism, magical realism, and gender. Spanish majors and minors will read supplementary material in Spanish and write reaction papers and exams in Spanish; final essays may be written in either language. This course fulfills credit toward the Spanish major and minor and the Women's Studies minor. *Offered every other year*

LASP 391 Spanish Civilization (3 credits)

Prerequisite: LASP 281 or consent of the instructor

Readings and discussion of topics related to Spanish civilization through the centuries are treated. Conducted in Spanish.

LASP 392 Spanish-American Civilization (3 credits)

Prerequisite: LASP 281 or consent of the instructor

Readings and discussions of topics related to South American and Caribbean civilizations from pre-Columbian to modern times are treated. Conducted in Spanish.

LASP 400 Survey of Spanish Literature (3 credits)

Prerequisite: LASP 391 or consent of the instructor

The course introduces the student to the principal literary movements from the Middle Ages to the present. Representative authors such as Ruiz, Cervantes, Lope de Vega, Moratin, Espronceda, Perez Galdos, Unamuno, Baroja, Garcia Lorca and Cela are treated. Conducted in Spanish.

LASP 401 Topics in Spanish Literature (3 credits)

Prerequisite: LASP 400 or LASP 402, or consent of the instructor

Topics will focus on a particular genre, such as the short story or the Theater, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated.

**LASP 402 Survey of Spanish-American Literature
(3 credits)**

Prerequisite: LASP 392 or consent of the instructor

Principal literary movements from the colonial times to the present will be introduced. Discussion will include representative works of El Inca Garcilaso de la Vega, Sor Juana Ines de la Cruz, Darío, Rulfo, García Márquez, and Fuentes. Conducted in Spanish.

**LASP 403 Topics in Spanish-American Literature
(3 credits)**

Prerequisite: LASP 400 or LASP 402 or consent of the instructor

Topics will focus on a particular genre, such as the short story or the Theater, with intensive study of selected works from modern writers. Conducted in Spanish. This course may be repeated.

LASP 490 Seminar in Hispanic Literature (3 credits†)

Prerequisite: LASP 400 or LASP 402 or consent of the instructor

Topics will be drawn from theme, genre, author, and period. This course may be repeated for credit. Conducted in Spanish.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

LASP 495 Seminar in Spanish-American Literature (3 credits†)

Prerequisite: Honors senior status and consent of the department
This seminar will pursue in depth selected topics and authors of the specific literature. To be offered as required to qualified students.

Other Approved Courses:

LASP 110 Conversational Spanish for Medical Personnel
LASP 301 The Golden Age of Spanish Literature
LASP 310 Contemporary Latin American Short Story
LASP 320 Latin American Poetry
LASP 351 Cervantes
LASP 371 Advanced Spanish Conversation
LASP 381 The Middle Ages
LASP 404 Nineteenth Century Spanish Literature
LASP 410 Latin American Novel: Early Twentieth Century
LASP 420 The Contemporary Latin American Novel
LASP 451 Twentieth Century Spanish Literature
LASP 507 Advanced Composition and Stylistics for Graduate Students
LASP 511-512 Masterpieces of Spanish-American Literature I-II
LASP 520 Topics in Spanish-American Civilization
LASP 521 Topics in Spanish Civilization
LASP 525 Masterpieces of Spanish Literature I
LASP 526 Masterpieces of Spanish Literature II

LIBRARY MEDIA STUDIES (LIBR)

LIBR 102 Introduction to Information Resources (1 credit)

This course introduces the use of information resources, especially at the Maxwell Library, in order to attain an ability to work with the research tools and to know the services which are available. *Either semester*

LIBR 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

LIBR 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived.

†May be taken for graduate level credit.

Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LIBR 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

LIBR 420 Literature for Young Adults (3 credits†)

Survey of literature and audiovisual materials for adolescents. Includes applicable principles of adolescent psychology, a brief history of the development of this literature, criteria and aids for selection, techniques in motivation and reading guidance and skills in reading, listening and viewing. Designed for teachers, librarians and media specialists working with junior and senior high school students.

Other Approved Courses:

LIBR 410 Children's Literature
LIBR 453 Sharing Literature with Children
LIBR 501 Administration of the Library Media Center I
LIBR 502 Research
LIBR 503 Directed Study
LIBR 505 Integrating Literature Across the Curriculum
LIBR 510 Reference and Information Resources
LIBR 513 Special Topics
LIBR 515 Cataloging and Classification
LIBR 520 Collection Development
LIBR 525 Online and Optical Information Retrieval
LIBR 530 Administration of the Library Media Center II
LIBR 540 Current Technology for Library Media Centers
LIBR 545 Technology Applications in Library Programming
LIBR 546 The Internet for School Library Media Specialists I
LIBR 548 Advanced Cataloging and Classification

- LIBR 549 Multimedia for School Library Media Specialists
LIBR 553 Foundations of Library and Information Science
LIBR 558 Advanced Studies in Literature for Children and Young People
LIBR 559 Advanced Reference I
LIBR 560 Advanced Reference II
LIBR 566 Automating the School Library Media Center
LIBR 569 The Book Arts
LIBR 576 Research Problems in Library Literature
LIBR 590 Seminar on Librarianship
LIBR 594 Internship
LIBR 595 Professional Practicum
LIBR 596 Clinical Experience

MATHEMATICS (MATC, MATH)

MATC 560 Topics in Mathematics for Teachers (1-3) credits

Prerequisite: May be specified depending on the nature of the topic
Special topics of relevance to mathematics teachers will be offered from time to time. The topics to be offered will be content focused and directly related to the strands of the Massachusetts Curriculum Framework, as they pertain to mathematics teachers. This course may be repeated for different topics. A particular course will not be part of the MAT in Mathematics unless prior approval is given by the Mathematics Department.

MATH 100 Precalculus Mathematics (3 credits)

Prerequisite: Mathematics placement test
This course provides a review of algebraic fundamentals (exponents, logarithms, linear and quadratic equations) and a study of functions of various types (polynomial, rational, transcendental).
Either semester (CMAR)

MATH 105 Selected Topics in Mathematics (3 credits)

Prerequisite: Mathematics placement test
The nature and process of mathematical thinking (inductive, deductive, and algorithmic), as well as applications and results, are the underlying components of this course. Possible topics to be explored include sets, logic, number theory, geometry, graph theory and probability. A selection of three or more such topics will be offered each semester. *Either semester (CMAR)*

MATH 107 Principles of Mathematics I (3 credits)

Prerequisite: Mathematics placement test
Topics include problem solving; numeric and non-numeric patterns; set theory and applications, systems of numeration; elementary number theory, and properties of our number systems from integers to reals. *Offered yearly (CMAR)*

MATH 108 Principles of Mathematics II (3 credits)

Prerequisite: MATH 107
Topics include functions and relations; elementary probability; an introduction to data analysis and statistics; two and three dimensional geometry; and measurement.

MATH 110 Elementary Statistics I (3 credits)

Prerequisite: Mathematics placement test
Measure of central tendency and variability; elementary prob-

ability; binomial, normal and t distributions; hypothesis testing and confidence intervals. *Either semester (CMAR)*

MATH 120 Introduction to Linear Algebra (3 credits)

Prerequisite: Mathematics placement test
Topics include algebra and geometry of vectors in R^n , linear equations, matrices, determinants, basis and dimension, and the use of homogenous coordinates for the matrix representation of linear and geometric transformations and their compositions.
Fall semester (CMAR)

MATH 130 Discrete Mathematics I (3 credits)

Prerequisite: Mathematics placement test
This course provides some of the mathematical background necessary for computer science. Topics include combinations and discrete probability, discrete functions and graph theory.
Spring semester (CMAR)

MATH 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor
Freshman Honors Colloquia in Mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *MATH 135 fall semester, MATH 136 spring semester*

MATH 141 Elements of Calculus I (3 credits)

Prerequisite: MATH 100 or a Mathematics placement test
This course introduces the student to the main concepts, methods, and techniques of differential calculus. Emphasis is on how these arise from problems in several areas, rather than from a rigorous development of the theory. A principal objective of this course is to illustrate how mathematics is used to model physical reality and how such a mathematical model facilitates the solution of problems. This course does not satisfy mathematics major requirement. *Either semester (CMAR)*

MATH 142 Elements of Calculus II (3 credits)

Prerequisite: MATH 141
The topics include the integral and its applications as well as multivariable calculus. Additional topics are selected from: differential equations, Taylor series and probability distributions. This course does not satisfy mathematics major requirements. *Either semester (CMAR)*

MATH 151 Calculus I (3 credits)

Prerequisite: MATH 100 or a Mathematics placement test
This course introduces the student to a rigorous development of the differential calculus. Emphasis is on the development of the concepts of calculus as typical of a cohesive mathematical theory.
Fall semester (CMAR)

MATH 152 Calculus II (3 credits)

Prerequisite: MATH 151
This course is an intensive study of the integral and its applications, transcendental functions, conic sections, and additional techniques of integration. *Spring semester (CMAR)*

MATH 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

MATH 200 Probability and Statistics (3 credits)

Prerequisite: MATH 142 or MATH 152

Permutations and combinations; types of events, conditional probability, elementary probability distributions, elementary cumulative distributions, mathematical expectation, measures of central tendency, variance and standard deviation, normal distributions. Additional statistics topics as time allows.

MATH 202 Linear Algebra (4 credits)

Prerequisite: MATH 142 or MATH 152

Vector spaces, linear transformations, matrices, systems of linear equations, and determinants. *Spring semester*

MATH 214 Introduction to Modern Algebra (3 credits)

Prerequisite: MATH 105 or MATH 100 or MATH 107 or consent of the department

Linear congruencies, groups, matrices, and linear systems. *Offered alternate years, fall semester*

MATH 251 Calculus III (3 credits)

Prerequisite: MATH 152

This course covers infinite sequences and series and multivariable calculus including partial differentiation, directional derivatives, max/min theory, and multiple integration. *Fall semester*

MATH 252 Calculus IV (3 credits)

Prerequisite: MATH 251

This course covers with an emphasis on techniques the topics: vector differentiation and integration, line integrals and Green's theorem. This course also includes a rigorous reexamination of the calculus topics of limits, continuity, differentiability, and integrability.

MATH 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Mathematics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *MATH 286 fall semester, MATH 287 spring semester*

MATH 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MATH 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MATH 301 Abstract Algebra I (3 credits)

Prerequisite: MATH 202

Study of relations, functions, and binary operations. Introduction to the theory of rings, integral domains and fields through a study of integers, rational numbers, real numbers, complex numbers and polynomials, elementary group theory. *Fall semester*

MATH 302 Abstract Algebra II (3 credits)

Prerequisite: MATH 301

Group theory, linear groups, rings and ideals, extensions of rings and fields.

MATH 303 Number Theory (3 credits)

Prerequisite: MATH 202 or consent of the department

Development of the number system, the Euclidean Algorithm and its consequences, theory of congruencies, number-theoretic functions, Diophantine equations, quadratic residues.

MATH 316 Differential Equations (3 credits)

Prerequisite: MATH 251

Ordinary differential equations of first and second order, linear differential equations with constant coefficients, the Laplace transformation, applications.

MATH 318 Quantitative Methods for Management (3 credits)

Prerequisite: MATH 142 or MATH 152; MATH 110 or equivalent
Selected mathematical tools and techniques for analysis of business and economic problems as an aid to decision-making in management. Models and applications related to decision theory, linear programming, inventory, queuing, forecasting and other standard qualitative concepts. *Either semester*

MATH 325 Foundations of Geometry (3 credits)

Prerequisite: MATH 202
In this course, students will broaden their understanding of Euclidean Geometry; study finite geometries, geometric transformations and non-Euclidean geometries; write geometric proofs; construction problems; and apply geometric concepts to real-world situations. *Either semester*

MATH 326 Projective Geometry (3 credits)

Prerequisite: MATH 120 or consent of the department
A synthetic and analytic study of the axioms and properties of the projective plane; the projective group of transformations, its subgeometries and their invariant properties.

MATH 330 Discrete Mathematics II (3 credits)

Prerequisite: MATH 130, COMP 102
Course topics will include formal logic, automata and formal languages, and an introduction to the analysis of algorithms. *Either semester*

MATH 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Consent of the department
Special topics in mathematics. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *MATH 338 Fall semester, MATH 339 Spring semester*

MATH 340 Graph Theory (3 credits)

Prerequisite: MATH 202 or consent of the instructor
This course introduces the basic definitions, concepts, topics and theorems of graph theory including the structure, connectivity and vulnerability of graphs. A wide range of examples such as the traveling salesperson problems, Dijkstra's algorithm, Huffman codes, and Fleury's algorithm will also be examined.

MATH 345 Combinatorics (3 credits)

Prerequisite: MATH 202 or consent of the instructor
Methods examined in this course are permutations, combinations, the sum and product rules, ordered and unordered selection with or without repetition, identical and distinct ranges, the pigeonhole principle, binomial coefficients, inclusion/exclusion, derangements, partitions, recurrence relations, generating functions and Ramsey theory. Special topics may include Latin squares, graph theory, network flows, coding theory, designs, Pólya counting, partially ordered sets and lattices.

MATH 349 Foundations of Mathematics (3 credits)

Prerequisite: MATH 202
The course axiomatically develops the number systems as

algebraic structures starting with the construction of the natural numbers using the Peano postulates and continuing to the ordered integral domain of integers, the ordered field of rationals, and the complete ordered field of real numbers by using Cauchy sequences.

MATH 399 Topics in Advanced Mathematics (3 credits)

Special topics selected from the general areas of algebra, analysis, and applied mathematics. This course may be repeated for different topics.

MATH 401 Introduction to Analysis I (3 credits†)

Prerequisite: MATH 202 and MATH 252
Logic and proof techniques are followed by basic theorems on the topology of real numbers, compactness, limits, sequences, continuity and differentiability. *Spring semester*

MATH 403 Probability Theory (3 credits†)

Prerequisite: MATH 251
All elementary probability topics: permutations and combinations, types of events, conditional probability, Bayes' Theorem and so on. A calculus approach to probability distribution and cumulative distributions, moment and moment generating functions.

MATH 408 History of Mathematics (3 credits†)

Prerequisite: MATH 202 and MATH 252
A historical development of Mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the topics covered include Egyptian Babylonian, and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic, and Alexandrian schools; Oriental contribution, and the Arabic Hegemony; and principal mathematicians of the European Middle Ages, including Alcuin, Fibonacci, and Oresme.

MATH 415 Numerical Analysis (3 credits†)

Prerequisite: MATH 251
Solution of algebraic and transcendental equations, general iteration method, Newton-Raphson method. Approximation of functions and curve fitting, Lagrange interpolation formula, Newton's forward difference method, method of least squares, orthogonality. Numerical integration, Euler-Cauchy technique.

MATH 416 Applied Mathematics (3 credits†)

Prerequisite: MATH 251
Fourier analysis, solutions of partial differential equations, special functions, and line and surface integrals.

MATH/COMP 460 Introduction to Robotics (3 credits†)

Prerequisite: COMP 330
An introduction to the theory of the motion of robot manipulators, along with the mathematics, programming and control of manipulators will be emphasized. Also examined will be issues of sensing and planning.

MATH 485 Honors Thesis (3 credits)

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

MATH 490 Mathematics Seminar (3 credits†)

Prerequisite: MATH 251, MATH 202 and MATH 301 or consent of the department

Topics to be selected from algebra, geometry and analysis. May be offered as a quarter or semester course.

MATH 499 Directed Study in Mathematics (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

MATH 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

MATH 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

MATH 507 Topology (3 credits)

Prerequisite: MATH 251 and MATH 301 or equivalent
Elements of point set topology, closed sets and open sets in metric spaces, continuous mappings, connection, separation theorems, and compactness.

MATH 508 History of Mathematics (3 credits)

Prerequisite: Consent of the department
A historical development of Mathematics from ancient time to the Middle Ages (c. 3500 B.C. to c. 1400 A.D.). Some of the topics covered include Egyptian, Babylonian, and Mayan Numeration Systems; Greek mathematics, including the Pythagorean, Platonic, and Alexandrian schools; Asian contributions, and the Arabic hegemony; and principal mathematicians of the European Middle Ages, including Alcuin, Fibonacci, and Oresme. Students will be required to complete two projects that will culminate in formal presentations.

MATH 510 Group Theory (3 credits)

Prerequisite: MATH 301 or equivalent
Groups, subgroups, homomorphisms, normal subgroups and quotient groups, generators, normal structure and the Jordan-Holden Theorem, direct products of groups.

MATH 511 Ring Theory (3 credits)

Prerequisite: MATH 301 or equivalent
Examples of rings, ideals and homomorphisms, the Jacobson radical, direct sums, Boolean rings, rings with chain conditions.

MATH 518 Topics in Analysis (3 credits)

Prerequisite: MATH 202 and MATH 252
The course consists of a detailed discussion of limits, continuity, and applications of differential and integral calculus, and the real number system. Group and/or individual projects will be required as part of the course. This course is designed to provide graduate level mathematics education students with an introduction to analysis, appropriate to the needs of secondary school mathematics teachers.

MATH 520 Real Analysis (3 credits)

Prerequisite: MATH 401
Sets and functions, sequences and series, metric spaces, Weierstrass Approximation Theorem, Riemann and Lebesgue Integrals, Fourier Series.

MATH 522 Complex Analysis (3 credits)

Prerequisite: MATH 401
Analytic functions of a complex variable, differentiation and integration in the complex plane. Cauchy's theorems, infinite series, Laurent expansions, theory of residues.

MATH 525 Mathematics in Science (3 credits)

Prerequisite: High school/middle school teacher of mathematics or science
This course, contains the mathematical background necessary for a variety of science applications. Topics include linear algebra, statistics, discrete mathematics, geometry, calculus and numerical analysis as well as computer software to enhance their application to problem solving in science.

MATH 551 Topics in Finite Mathematics (3 credits)

Prerequisite: Consent of department
This course is designed for teachers of mathematics, and will extend and enrich the topics of finite mathematics. Possible topics include: sets, logic, probability, statistics, combinatorics, and graph theory.

MATH 552 Topics in Analytic Geometry (3 credits)

Prerequisite: Consent of department
Properties, definitions and applications of conic sections will be studied. Vectors, polar coordinates and calculus will be used to enhance the presentation and to develop formulas for tangent lines, areas and volumes. Translation and rotation of axis and invariants under translation will be covered. Quadric surfaces and their graphs along with homogeneous coordinates will be discussed.

MATH 562 Topics in Geometry (3 credits)

Prerequisite: Consent of department
This course employs classical and modern tools to explore topics that extend and enrich the standard high school geometry curriculum. Possible topics include transformations, tessellations, non-Euclidean geometrics and fractals.

MATH 582 Topics in Problem Solving Using Technology (3 credits)

Prerequisite: Consent of department
This course will include an in-depth study of problem solving techniques in mathematics using technology. Application problems will include topics from physical and social sciences.

Other Approved Courses:

MATH 216 Analytic Geometry
MATH 317 Sequences and Series
MATH 349 Foundations of Mathematics
MATH 354 Introduction to Modern Geometry
MATH 412 Mathematical Statistics
MATH/COMP 445 Logic Programming
MATH 450 Topics in Mathematics for Elementary School Teachers

MEDIA (MEDI)

MEDI 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

MEDI 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MEDI 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required

for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

Other Approved Courses:

MEDI 499 Directed Study in Non-Print Media
MEDI 556 Operation and Control of a Radio Station and a Television Studio
MEDI 558 Radio and Television Production
MEDI 566 Cinematography II

MANAGEMENT (MGMT)

MGMT 130 Principles of Management (3 credits)

The principles and techniques underlying the successful organization and management of business activities. This course combines the traditional analysis of management principles with the behavioral approach to case studies. The study includes the management functions of planning, organization, leadership, staffing control and the decision-making process. Three lectures weekly. *Either semester*

Note: MGMT 130 is prerequisite to all other Management courses.

MGMT 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor; MGMT 130

Freshman Honors Colloquia in Management Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *MGMT 135 Fall semester, MGMT 136 Spring semester*

MGMT 140 Human Resources Management (3 credits)

Prerequisite: MGMT 130

A study of the staffing, compensation systems, individual and group behavior, employee development and human resource management systems. Three lectures weekly. *Either semester*

MGMT 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

MGMT 200 Marketing Principles (3 credits)

Prerequisite: MGMT 130; and ECON 101 or ECON 102 or consent of the department

Develops students' understanding of the marketing function of an organization through: a survey of the history of marketing from its inception as distribution through the modern marketing concept; in-depth study of the elements of the marketing mix (product, price, place and promotion); impact of external legal, political, sociological and technological forces upon the marketing manager; and the structure and placement of the marketing organization presented through lecture, case study and projects. *Either semester*

MGMT 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor; MGMT 130

Sophomore Honors Colloquia in Management Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *MGMT 286 fall semester, MGMT 287 spring semester*

MGMT 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MGMT 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second

Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MGMT 303 Organizational Behavior (3 credits)

Prerequisite: MGMT 130

This course introduces students to fundamental concepts and behavioral skills in such areas as leadership, communication, group dynamics, motivation, and decision-making. Emphasis will be placed upon skill development enabling the student to function in professional and managerial roles in work organizations. *Offered every semester*

MGMT 325 Marketing and Sales Promotion: Industrial and Service Sector (3 credits)

Prerequisite: MGMT 130, MGMT 200, COMM 130

This upper-level elective course is for students who wish to develop promotional skills in a variety of specialized areas. Actual organizational case problems will be addressed. Projects will provide experience in all aspects of promotion with exposure to campaign proposals, incentives, trade show preparation and implementation, personal selling of services, media choice and related preparation. Students will have the opportunity for hands-on experience with trade shows, professional journal advertising, community relations work and media personnel.

MGMT 340 Labor Relations (3 credits)

Prerequisite: MGMT 130, MGMT 140

The course examines the background, philosophy and structure of collective bargaining. Emphasis is placed upon the processes of negotiations and administration of labor agreements. Case analysis dealing with problems involving unions, employers and governments are reviewed and analyzed. *Either semester*

MGMT 360 Business Data Processing (3 credits)

Prerequisite: MGMT 130 and COMP 105 or COMP 101

An introduction to data processing from manual systems to computers, recent developments in the field, the equipment involved, how the equipment is used, how it operates and the application of data processing systems will be covered. The course will aid students in applying the capabilities of the computer to their fields of study. *Either semester*

MGMT 375 Personnel Development (3 credits)

Prerequisite: MGMT 130, MGMT 140

The course introduces the student to the concepts of industrial and service training and will focus on the skills needed to perform the four roles of the training and development function: administrator, consultant, designer of learning experiences and instructor. *Either semester*

MGMT 380 Decision Support Systems (3 credits)

Prerequisite: MGMT 130, MGMT 360

An analysis of the highest level of information support systems, which serve the manager user. Theoretical concepts will be applied to real-world applications.

MGMT 399 Special Topics in Management (3 credits)

Prerequisite: MGMT 130

Special topics will be offered in business, management and allied subjects. This course may be repeated for different topics.

MGMT 410 International Marketing and Physical Distribution (3 credits†)

Prerequisite: MGMT 130 and MGMT 200

An examination of the concepts and practices of marketing management in the international and multinational settings, including all aspects of product distribution and control.

MGMT 415 Retail Management (3 credits†)

Prerequisite: MGMT 130 and MGMT 200

An analysis of retail principles with emphasis on organization, consumer demand, store layout, buying merchandise, control and turnover of stock and retail sales promotion. The case method is utilized. *Spring semester*

MGMT 420 Marketing Research (3 credits†)

Prerequisite: MGMT 130, MGMT 200, MATH 110

An examination of the market research process used in approaching contemporary marketing problems. Emphasis is placed on the current status of research techniques and their applications. *Spring semester*

MGMT 424 Advertising (3 credits†)

Prerequisite: MGMT 130 and MGMT 200

A comprehensive survey of advertising and its applications in business and society. Among the topics considered are an historical survey of advertising, regulation of advertising, buyer behavior, advertising agencies, advertising media, copy and campaign management. *Fall semester*

MGMT 425 Operations Management (3 credits†)

Prerequisite: MGMT 130 and MATH 318

This course acquaints the student with the basic principles and methods of production management and control as well as the qualitative and quantitative approaches to problem solving in the production management area. *Either semester*

MGMT 430 Sales Management (3 credits†)

Prerequisite: MGMT 130 and MGMT 200

Sales programs must be formulated and then implemented. In this age of accelerating product complexity, this course will deal with the sales manager who must understand the importance of these major responsibilities. *Fall semester*

MGMT 435 Small Business Management (3 credits†)

Prerequisite: MGMT 130 and ACFI 240

This course provides the student with an understanding of the unique characteristics required of the successful small business entrepreneur and the specifics relative to the start-up, financing and management of a small business.

MGMT 440 Industrial Marketing (3 credits†)

Prerequisite: MGMT 130, MGMT 200

A study of contemporary market strategy techniques in industrial companies. Emphasis is placed on the case approach where students are provided an opportunity to develop strategies in response to given market opportunities and competitive behavior.

MGMT 445 Information Systems Management (3 credits†)

Prerequisite: MGMT 130, MGMT 360

A course designed to equip students as future users of informa-

tion systems. It deals with systems issues and management of the computer resource. It assumes only minimal technical background and prepares the student to make decisions on the acquisition of equipment, system analysis and related topics. "Management Problems" are used to relate course material to managerially oriented decisions. *Fall semester*

MGMT 450 Problems in Information Systems (3 credits†)

Prerequisite: MGMT 130 and consent of the department

The content of this course varies. It is intended to introduce the student to significant topics, which are not normally offered as separate courses. *Spring semester*

MGMT 460 Public Policy and Government Regulation in Global Management (3 credits†)

Prerequisite: MGMT 130, MGMT 140, ACFI 305

The increasing globalization of business raises new concerns for corporate management. To operate successfully in this new environment, management needs to have a thorough understanding of the public policy, government regulations and ethical considerations that apply throughout the industrialized world. This course addresses those areas of concern. *Spring semester*

MGMT 470 Materials Management (3 credits†)

Prerequisite: MGMT 130 and MGMT 425 or consent of the instructor

All aspects of materials management, including procurement, material requirements planning, capacity, requirements planning, forecasting and inventory management, as applied in both manufacturing and non-manufacturing business environments, are presented for analysis and discussion. *Spring semester*

MGMT 475 Statistical Process Control (3 credits†)

Prerequisite: MGMT 130, MGMT 425

The application of statistical methods to the control of product quality and process efficiency is increasingly important in both product manufacturing and in the service industries. Statistical lot sampling plans, statistical process control limits and the collection and evaluation of process performance data are presented in this course. *Fall semester*

MGMT 480 Systems Analysis (3 credits†)

Prerequisite: MGMT 130, MGMT 360, MGMT 445

Studies systems analysis and the use of quantitative models and the computer in solving managerial problems in a variety of functional areas. The course introduces systems and models and the stages of a systems-analysis approach and provides an overview of systems applications at functional areas and computer techniques for systems, implementation in finance, operations and marketing. *Fall semester*

MGMT 485 Honors Thesis (3 credits)

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the departmental honors committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project.

†May be taken for graduate level credit.

MGMT 490 Strategic Management (3 credits)†

Prerequisite: Open to all management seniors in the final semester of the program

This capstone course integrates the knowledge learned in the business courses along with application to the basic concepts and models of strategic management and leadership to solve actual business problems. Case studies and/or projects are the primary pedagogical methods used to demonstrate knowledge and application of the concepts and models.

MGMT 494 Marketing Management and Strategy (3 credits)†

Prerequisite: Open to all management seniors in the final semester of the program, MGMT 200 plus MGMT 415 or MGMT 424; and MGMT 420 or MGMT 430

Teaches the principles of formulating a marketing program. The course demonstrates how and why marketing programs are affected by the marketing forces that bear on the firm while remaining consistent with the needs of the target market segment. *Spring semester*

MGMT 498 Internship in Management (3-15 credits)

Prerequisite: Consent of the department chairperson; formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a satisfactory/unsatisfactory basis. *Either semester*

MGMT 499 Directed Study in Management (1-3 credits)

Prerequisite: Consent of the department chairperson; formal application required

Open to junior and senior majors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

MGMT 500 Computational Statistics (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course provides an advanced overview of statistical modeling from the perspective of computer implementation. Students explore problems in probability, risk, sampling, correlation, hypothesis testing, and variance as they apply to managerial decision making. The use of statistical software packages reinforces knowledge of the computational aspects of statistical analysis. Credit cannot be applied toward a graduate degree program.

MGMT 501 Systems Research and Problem Solving (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course explores both quantitative and qualitative methods for conducting systems research and solving systems problems. Systems thinking offers an approach to formulating complex managerial problems and implementing solutions, particularly problems with both technological and social elements. Students

conduct projects, developing skills in proposal preparation, report writing, and oral presentation of results.

MGMT 503 Directed Study (credit to be arranged)

Prerequisite: ACFI 505, MGMT 500 and MGMT 506; consent of the department and formal application required

This course is designed for graduate students who desire to study selected topics in the field of management. For details, please refer to the "Independent Study" paragraph in the "School of Graduate" Studies section of this catalog. This course may be repeated.

MGMT 506 Marketing and Contract Management (3 credits)

Through an exploration of current issues in management, this course reinforces the concepts and vocabulary of management. Special attention is given to contracts, liability and marketing management. Students research issues in such areas as business ethics, international management, entrepreneurship, employment law, intellectual property, and marketing trends. Credit cannot be applied toward a graduate degree program.

MGMT 510 International Marketing (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course examines the concepts and practices of marketing in international and multinational settings, including all aspects of product distribution and control. The impact of the Internet and electronic business provides a special focus. Students conduct research projects.

MGMT 526 Project Management (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course presents a unified framework for managing multi-disciplinary and cross-functional project teams. Students learn about systems for contract and cost management, and for controlling project schedules, budgets, and quality. The management of people as sources of knowledge and creativity provides a special emphasis. Students work in teams to prepare complete project plans.

MGMT 527 Product Development Processes (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course examines the entire life cycle of a new product or service. Students study concepts, tools, and systems for supporting the concurrent management of new business prospects, including the financing, engineering, marketing, producing, distributing, staffing, and other aspects of managing necessary to bring an idea to market. A project, culminating in a business plan, reinforces the importance of process and systems thinking.

MGMT 528 Quality and Risk Management (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course evaluates various approaches, both technical and behavioral, for managing quality and risk. Students study the tools

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

of quality and risk management in the context of the organizational systems in which they get embedded. Case studies and in-class exercises demonstrate the advantages and disadvantages of these approaches.

MGMT 540 Industrial Marketing (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

Students study contemporary market strategy techniques in industrial companies. Case studies provide students with an opportunity to develop strategies in response to given market opportunities and competitive behaviors.

MGMT 554 Issues in Global E-Commerce (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course explores how the Internet affects product and service costs, customer response times, and quality across a variety of industries. Students research modern e-business models in relation to both business strategy and the broader societal impacts of these new organizational forms.

MGMT 561 Environmental Management (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course covers environmental laws and regulations as they apply to industrial organizations. Students explore the relationships between technology, community development, and the long-term sustainability of natural resources. Special topics include ISO 14000 standards, the role of private industry in developing new technology, and the responsibilities of both business and government in a global economy.

MGMT 562 Strategic Management of Technological Innovation (Capstone – 3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This capstone course employs extensive case analyses to explore alternative strategies for the management of new technology. Students develop a systems and process perspective through research on emerging approaches to strategic management, including business process reengineering, organizational learning, sustainability, concurrent engineering, supply chain management, self-directed teams, among others.

MGMT 571 Organizational Culture and Work Force Diversity (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course uses knowledge about different cultures, across organizational types, industries, and nations, to develop an understanding of how diverse members of an organization can work together toward shared values, while still maintaining their individual identities. Students study a variety of culture-dependent approaches to time, space, language, and workplace practices. The management of work force diversity as a valuable resource for organizational creativity and knowledge-building provides a special emphasis.

MGMT 572 Interpersonal and Group Behavior (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course prepares students to participate as effective group members and to act as successful group leaders in workplace project teams. Students study the set of skills that professionals and managers need to meet the challenges posed by trends toward organizational decentralization, functional integration, use of cross-functional project teams, and work force diversity. Theories of interpersonal and group behavior offer students the opportunity to assess individual skills and to experiment with new skills.

MGMT 576 Organizational Change and Leadership (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course examines the impact of leadership on the organizational change process within a variety of work settings. New leadership styles and practices emerging in the context of cross-functional structures, joint ventures, and project-based organizations provide a special emphasis. Through both in-class exercises and group projects, students learn about approaches to change management and develop awareness of their leadership attributes.

MGMT 577 Power and Influence in Organizations (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course explores the nature, practice, and effects of power and influence in work organizations. Students study classical and contemporary ideas on leadership to understand how the concepts and practices of power and influence are changing. Cases and simulations demonstrate methods for the effective and ethical exercise of power and influence in organizational units, on project teams, and within the organizational culture as a whole.

MGMT 578 Organizational Development (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course explores current topics in organizational development and change, including the practical and ethical issues arising in the context of multinational organizations and the conduct of international business. Guest speakers augment student presentations and seminar discussions.

MGMT 581 Information Resources Management (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

Students study the technology, systems, and processes that allow organizations to manage information and knowledge as valuable resources. Topics include the conceptualization of data, including data structures, data modeling, and data administration, and the selection of a database environment. The role of information systems in both the routine conduct of business and long-term strategic planning provide a special emphasis.

MGMT 582 Business System Design and Integration (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course introduces fundamental concepts of data communications, networking, and decision support systems. Included are topics such as processing quantitative and qualitative information, systems analysis and design, technical aspects of data transmission, network architecture, and implications for management.

MGMT 590 Management Systems Seminar (3 credits)

Prerequisite: Taken in the final semester of the MS program; MGMT 501 and MGMT 526 and MGMT 576 and MGMT 581 and MGMT 582 and 9 additional credit hours of MS course requirements

Students will demonstrate and utilize their knowledge through a practical in-depth analysis of a management system. Working with a client organization, students will assure that their analyses integrate strategic systems, information systems, and management systems to facilitate organizational change.

MGMT 594 Marketing Management and Strategy (3 credits)

Prerequisite: MGMT 500 or MATH 110 or ECON 210; and MGMT 506; or MGMT 200 and ACFI 305; and ACFI 505; or ACFI 240 and ACFI 241 and ACFI 385

This course integrates the formulation of a marketing program with an organization's overall business strategy. Students learn how and why social, economic, and political forces affect the selection and success of a marketing program, and ways in which a business firm can continue to meet the needs of its market segments in the context of these forces.

MIDDLE SCHOOL (MSED) (ALSO SEE EDHM)

MSED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

MSED 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic

†May be taken for graduate level credit.

courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MSED 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MSED ____ Strategies of Teaching in the Middle School (3 credits†)

Prerequisite: Admission to the Professional Education Program
Prerequisite for MSED 465: EDHM 210, EDHM 235 and EDHM 335 and admission to the Professional Education Program
Strategies, including methods, materials and media, for teaching particular disciplines are studied. Developing competency and versatility is stressed through simulations and guided teaching in area schools. A student registers for the course appropriate to his major according to the following schedule:

MSED 450 History

MSED 451 English

MSED 456 Mathematics

MSED 465 Integrated
Science

MSED 460 Topics in Middle School Education (1-3 credits†)

Specific topics of current relevance in middle school education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. This course may be taken more than once with the adviser's permission.

MSED 499 Directed Study in Middle School Education (1-6 credits)

Prerequisite: Consent of the department; formal application required
This course is open to juniors, seniors and post baccalaureate students who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. It may be taken twice for a maximum of six credits. The adviser's permission is required.

MSED 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

Other Approved Courses:

MSED 491 Internship in Middle School Education
MSED 502 Research

MUSIC (MUSC)

‡ From MUSC 111, 112, 113, 115, 118, 119 and 183, and from any and all cocurricular activities in which a student might wish to participate and for which the college grants or may decide to grant credit in the future, a student may accumulate not more than one (1) credit per semester, nor more than two (2) per year, nor more than six (6) per college career.

Exception: All one credit cocurricular and physical education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted towards graduation.

MUSC 109 Beginning African Drumming Ensemble (1 credit)

This course will introduce students to some of the intrinsic elements of African music through the process of actual music making within an ensemble setting. Designed for beginners with no musical or drumming background, this course will give students a firm foundation in African drumming and in the performance of repertoire from the West African countries of Guinea, Senegal, and Mali. This course may be repeated. Music majors may only take the course twice for credit toward major requirements.

‡MUSC 111 Marching Band (1 credit)

The marching band is open to all students. The band presents exciting contemporary music at home football games and other selected events. Band camp meets a week before classes to learn drills, distribute uniforms, and administer other musical and organizational matters. Band rehearses two days per week during fall semester.

‡MUSC 112 Wind Ensemble (1 credit)

The wind ensemble is open to any student who plays a woodwind, brass, or percussion instrument. The wind ensemble performs significant literature, which is selected to stimulate both the musicians and the audience. The course may be repeated for credit. *Either semester*

‡MUSC 113 Jazz Band (1 credit)

Prerequisite: Audition

The jazz band is open by audition on the first Thursday of the fall semester and limited to twenty musicians who wish to perform in the big band style. Performances provide the student with an opportunity to apply musical skills acquired through practice and rehearsal. The course may be repeated for credit. *Either semester*

‡ Performance studies at the 400 level may be taken for graduate level credit.

‡MUSC 115 Instrumental Ensemble (1 credit)

A mixed group of instrumentalists that studies and performs appropriate works. Ensembles formed as interest indicates. The course may be repeated for credit. *Either semester*

‡MUSC 118 Chorale (1 credit)

A group of mixed voices which studies and performs compositions representative of various styles, periods, and cultures. Performances presented throughout the academic year often include major works with orchestral accompaniment. The course may be repeated for credit. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

‡MUSC 119 Vocal Ensemble (1 credit)

Prerequisite: Concurrent enrollment in MUSC 118 and audition

A select group of mixed voices which studies and performs chamber vocal music representative of various styles, periods and cultures. This a cappella ensemble represents the college both in the United States and abroad. The course may be repeated for credit. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

MUSC 120 Class Guitar I (Classical Guitar) (3 credits)

This course is an introduction to the fundamentals of classical guitar playing for those with or without prior experience. Through the performance of classical music, folk songs, American spirituals and pop melodies, the beginning guitar student will learn to read music, grasp basic theory, understand terminology and identify the different stylistic periods in music. *Either semester (CFPA)*

MUSC 121, 221, 321, 421 Performance Studies I, II, III, IV (Private Lessons - Brass) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing brass instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 122, 222, 322, 422 Performance Studies I, II, III, IV (Private Lessons - Percussion) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing percussion instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 123, 223, 323, 423 Performance Studies I, II, III, IV (Private Lessons - Violin, Viola) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing upper string instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 124, 224, 324, 424 Performance Studies I, II, III, IV (Private Lessons - Woodwinds) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing woodwind instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 125, 225, 325, 425 Performance Studies I, II, III, IV (Private Lessons - Guitar) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing the instrument. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 126, 226, 326, 426 Performance Studies I, II, III, IV (Private Lessons - Cello, Bass) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their proficiency in playing lower string instruments. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 130 Voice Class I (3 credits)

Through the performance of songs of different nationalities, the student gains knowledge of basic vocal technique, general musicianship and terminology. *Either semester (CFPA)*

MUSC 131, 231, 331, 431 Performance Studies I, II, III, IV (Private Lessons - Voice - Singing) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students who wish to improve their ability in singing. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 140 Class Piano I (3 credits)

Through the performance of compositions by master composers and arrangements of symphonic literature, folk songs, spirituals, seasonal and patriotic songs, the beginning piano student learns basic piano technique, elementary theory, general musicianship, terminology and the different stylistic periods in music. *Either semester (CFPA)*

MUSC 141, 241, 341, 441 Performance Studies I, II, III, IV (Private Lessons - Piano) (1 credit†)

Prerequisite: Consent of the instructor for 200 level and above only
The sequence provides private instruction for those students

† Performance studies at the 400 level may be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

who wish to improve their ability at the keyboard. The material is selected according to the ability of the student. The lessons are for a one hour period per week. The course may be repeated for credit. Additional fee required. *Either semester*

MUSC 150 Classroom Music (3 credits)

An integrated approach to the use of music in the elementary school which serves to enhance the student's knowledge and ability to use music in the classroom. *Either semester*

MUSC 160 Music: A Listening Approach (3 credits)

This course, designed for students with no previous musical training, explores art music of the Western world and gives the beginner the knowledge and skills necessary for more informed listening. Music surveyed may include symphonies, concerti, songs, operas, and other works, from various historical periods. *Either semester (CFPA)*

MUSC 162 Music in African Culture (3 credits)

This course surveys the musical traditions of Africa with respect to its historical, social and cultural backgrounds. Musical organizations, instrumental and vocal techniques and important aspects of style are treated. *Either semester (CFPA; CGCL)*

MUSC 163 Music of the Non-Western World (3 credits)

This course is an introductory survey of selected Non-Western musical traditions including those of Asia, Latin America, Oceania and the Middle East. Topics include song and dance styles, musical instruments, social context and function of performance genres, musical structures, traditional vs. modern styles and aesthetic principles. *Either semester (CFPA; CGCL)*

MUSC 165 Introduction to Women Composers (3 credits)

This course surveys the contributions of women composers to the Western art music tradition, from the medieval period through the 20th century, with attention to historical and sociological contexts as well as fundamental concepts in art music. *(CFPA)*

MUSC 166 Survey of American Jazz (3 credits)

This course traces the development of jazz from 1890 to the present, noting its origins, its place in mainstream American music and its influence on other American and European musical styles. *Either semester (CFPA; CMCL)*

MUSC 168 American Popular Music (3 credits)

This course will study the contemporary trends of American music beginning with the jazz era and continuing through recent decades. It will trace the social and political forces that created and shaped popular music during times of war and crisis. Students will study the elements that make up this music and learn how these styles developed. Students will listen to representative examples of the music of this period with emphasis on the factors that led to its invention. *Offered every semester (CFPA)*

MUSC 170 Music Fundamentals (3 credits)

A course designed for beginners who wish to develop music literacy. Pitch, rhythm, chords, and major and minor scales are among the topics studied. Evaluations are based on both written work and musical performance. *Either semester (CFPA)*

‡MUSC 183 String Ensemble (1 credit)

The string ensemble is open by audition to all students of the college. The group performs standard and contemporary chamber music selected to showcase the strengths of the ensemble. The course may be repeated for credit. *Either semester*

MUSC 191 Introduction to Music Technology (3 credits)

Prerequisite: MUSC 170 or consent of instructor

This introduction to music technology explores the growth and evolution of the field. Students get practical experience with hardware and software, working at a MIDI station with several leading programs.

MUSC 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

MUSC 232 Diction for Singers (3 credits)

Prerequisite: MUSC 130 or consent of the instructor

This course instructs singers to produce clear, intelligible diction while maintaining a melodic line and correct intonation in standard English, Italian/Latin, French, and German vocal repertory. The foreign language being used by the choral or chamber singers may be included as an area of study.

MUSC 240 Class Piano II (3 credits)

Prerequisite: MUSC 140 or consent of the instructor

The continuation of Class Piano I presents a detailed study of works from the Baroque to the Contemporary periods. The student gains facility in the art of phrasing, use of dynamics and attention to tempos. *Spring semester (CFPA)*

MUSC 270 Sight-Singing and Ear-Training I (3 credits)

Prerequisite: MUSC 191 and concurrent enrollment in MUSC 271

This course enhances the student's aural skills, developing the understanding of musical notation through exercises in sight-reading and musical dictation.

MUSC 271 Music Theory I (3 credits)

Prerequisite: MUSC 191 and concurrent enrollment in MUSC 270
Beginning harmony and counterpoint: writing in small forms and chorale harmonization, written exercises, ear training and keyboard work. *Spring semester (Formerly MUSC 171)*

MUSC 272 Sight-Singing and Ear-Training II (3 credits)

Prerequisite: MUSC 270 and concurrent enrollment in MUSC 273
The continuation of MUSC 270. Students achieve a high level

of fluency by reading graded advanced unison, two-, three-, and four-part studies, as well as combined rhythmic and melodic dictation, and one- and two-part rhythmic exercises for aural proficiency. *(Formerly MUSC 370)*

MUSC 273 Music Theory II (3 credits)

Prerequisite: MUSC 271 and concurrent enrollment in MUSC 272

A continuing technical course in the study of 18th and 19th century harmony. Topics studied include seventh chords through chords of the augmented sixth, figured bass, analysis, harmonization of melody, and counterpoint. *Fall semester (Formerly MUSC 172)*

MUSC 281 Music History I (3 credits)

Prerequisite: MUSC 271 or consent of the instructor

An historical and technical survey of music of the Middle Ages through the Baroque period, with emphasis on the changing musical language, the various social and cultural roles of composition and performance, and the history of musical styles. *Fall semester (Formerly MUSC 261)*

MUSC 282 Music History II (3 credits)

Prerequisite: MUSC 271 or consent of the instructor

An historical and technical survey of music of the Classical Era through the present day. Continues Music History I, with emphasis on the changing musical language, the various social and cultural roles of composition and performance, and the history of musical styles. *Spring semester (Formerly MUSC 262)*

MUSC 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MUSC 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the

connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

MUSC 351 Conducting (3 credits)

Prerequisite: MUSC 281 or MUSC 282 or consent of the instructor
Designed for the beginning choral or instrumental conductor, this course includes basic conducting patterns, score reading and analysis, baton and rehearsal techniques.

MUSC 363 Music of Bach, Handel, and Vivaldi (3 credits)

Prerequisite: MUSC 281
This in-depth study of music by Bach, Handel and Vivaldi focuses on representative works from several genres, including cantata, oratorio, concerto, suite, and sonata.

MUSC 364 Music of the Classical and Romantic Periods (3 credits)

Prerequisite: MUSC 282
An in-depth study of music of the Classical and Romantic eras, focusing on the history and styles of the symphony, sonata, song, string quartet, opera, and other genres.

MUSC 366 American Music of the Twentieth Century (3 credits)

Prerequisite: MUSC 282
This course examines music by 20th century American composers, taking an historical and analytical approach to genres such as symphony, chamber music, song, opera, musical Theater and jazz. Works by Ives, Copland, Gershwin, Bernstein and others will be studied. *Spring semester*

MUSC 367 Music by Women Composers (3 credits)

Prerequisite: MUSC 281 or MUSC 282
This course surveys Western art music composed by women, with attention to sociological and cultural issues as well as analysis of music from several periods and genres.

MUSC 369 Music of the Twentieth Century (3 credits)

Prerequisite: MUSC 282
This course explores the diverse compositional techniques, genres, and styles of twentieth-century American and European art music. Representative works by Stravinsky, Schoenberg, Ives, Bartok, Copland, Cage, Berio, Adams, and others will be examined from analytical and historical viewpoints.

MUSC 371 Counterpoint (3 credits)

Prerequisite: MUSC 273
An analytical and practical exploration of melodic and contrapuntal techniques, relying upon extensive student exercises in composition and singing; emphasis on styles of the 16th through the 18th centuries.

MUSC 372 Form and Analysis I: 1700-1900 (3 credits)

Prerequisite: MUSC 273
Advanced analysis of the harmony, rhythm, melody, texture, and structure of selected works of music.

MUSC 373 Composition I (3 credits)

Prerequisite: MUSC 273
A technical and practical exploration of the materials and methods of musical composition centered around the students' own creative exercises.

MUSC 375 Orchestration and Arranging (3 credits)

Prerequisite: MUSC 273, MUSC 282
Students will learn principles of score mechanics, vocal and instrumental ranges and capabilities, and apply that knowledge in musical assignments for a variety of ensembles.

MUSC 388 Instrumental Techniques (3 credits)

Prerequisite: MUSC 281 or MUSC 282
Students will learn assembly, maintenance, performance and pedagogy for the four main families of orchestral instruments (woodwinds, brass, percussion and strings).

MUSC 399 Special Topics in Music (3 credits)

A topic of special interest to faculty and/or students will be explored; emphasis may be on history, theory, or performance. This course may be taken more than once.

MUSC 440 Advanced Keyboard Skills (3 credits†)

Prerequisite: MUSC 240
This course teaches advanced keyboard musicianship skills that lead to facility in the harmonization of melodies, transposition, score reading, figured bass realization and lead sheet chord symbols interpretation.

MUSC 455 Creative Activities in Elementary School Music (3 credits†)

Prerequisite: MUSC 170 or consent of the instructor
This course is designed to develop analytical thinking and practical skills related to teaching vocal and general music in the primary and intermediate grades. Emphasis is on teaching craft, curriculum development, and the vocal mechanism for this level. *Fall, every other year (Formerly MUSC 355)*

MUSC 456 Methods in Music Education (3 credits†)

Prerequisite: MUSC 273 or consent of the instructor
This course will examine the instructional approaches of Emile Jacques-Dalcroze, Zoltan Kodaly, Carl Orff, and Edwin Gordon, and the use of each in school music settings. Emphasis will be placed upon the instructional use of each with respect to singing, moving, instrument playing, listening and creative experiences.

MUSC 457 School Music Programming (3 credits†)

Prerequisite: MUSC 351
Students will learn principles of managing, organizing and administering a school music program. Course topics range from recruiting to cooperating with parent's organizations. Students will network with local school directors and learn evaluation and assessment procedures.

MUSC 458 Introduction to Orff Schulwerk (3 credits†)

Prerequisite: MUSC 271 and MUSC 273 or consent of instructor
This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.
Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

and develops and applies basic skills in movement, speech, singing, and playing instruments. Especially valuable for elementary and middle school teachers.

MUSC 472 Form and Analysis II: The Twentieth Century (3 credits)

Prerequisite: MUSC 372 or consent of instructor

The materials and techniques of twentieth-century art music will be examined within a technical and historical context, with special attention to post-tonal styles. Students will listen to and analyze representative works of leading composers, developing their ability to recognize and describe styles of the twentieth century.

MUSC 483 Choral Techniques (3 credits)†

Prerequisite: MUSC 351 and MUSC 440 or consent of the instructor

This course will fulfill one of the subject matter knowledge areas necessary for provisional/full certification. Subjects will include advanced conducting and rehearsal techniques, a study of style and interpretation, and the development of the choral sound. Planning, organizing and evaluating the choral program and its participants will also be part of the curriculum.

MUSC 499 Directed Study in Music (1-3 credits)

Prerequisite: Consent of the department

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

MUSC 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

MUSC 552 Seminar in Music Education Problems (3 credits)

Prerequisite: An undergraduate degree in music. At least one music education course, which may be satisfied by: EDHM 413, MUSC 413, MUSC 455, MUSC 456 or equivalent; or consent of instructor

This course will provide a forum for music educators to discuss and analyze issues and problems that arise in the current music education environment. It will provide graduate students in music education with relevant information about current trends, methodologies, and techniques used in contemporary music education.

MUSC 558 Orff Schulwerk Teacher Training: Level I (3 credits)

Prerequisite: A bachelor's degree in music or equivalent and consent of the workshop director

This is a two-week intensive workshop introducing basic principles and practices of the Orff Schulwerk approach to teaching music. Taught by a certified Orff instructor, this course incorporates interactive participation in music and movement and develops and applies basic skills in movement, speech, singing and playing instruments. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level I certification. *Offered in summer only*

MUSC 559 Orff Schulwerk Teacher Training: Level II (3 credits)

Prerequisite: MUSC 558

This is a two-week intensive workshop extending basic principles and practices of the Orff Schulwerk approach and providing more advanced training in composition as well as pedagogical practice. Taught by a certified Orff instructor, this course continues application of basic skills in movement, speech, singing and playing instruments and develops further understanding of diatonic composition and practice and use of complex and mixed meter. The course follows the guidelines established by American Orff Schulwerk Association (AOSA) for Level II certification. *Offered in summer only*

MUSC 562 Orff Schulwerk Teacher Training: Level III (3 credits)

Prerequisite: MUSC 559

This is a two-week intensive workshop for those who have satisfactorily completed a Level II course and who have Orff teaching experience. The materials, techniques, and activities are designed for the more advanced Orff Schulwerk student. The course will include study of modes and mixtures, orchestration of original material, and improvisation in modes and asymmetric meters. Development of advanced soprano and alto recorder techniques will be continued, and ensemble performance with all voices of recorders will be included. The course follows guidelines established by American Orff Schulwerk.

MUSC 564 Music in the Arts: A Cultural Perspective (3 credits)

This course will emphasize developments in music from a larger cultural perspective. The role of music will be analyzed in the context of other fine and performing arts such as painting, sculpture, theater and dance. The aim of this comparative approach is to broaden the understanding of music, placing it within a larger cultural, social and artistic framework.

MUSC 569 Foundations in Music Education (3 credits)

Prerequisite: Matriculation in the MAT in Music or consent of either the instructor or department chairperson

This course examines and analyzes philosophical, historical, sociological and psychological issues affecting the teaching and learning of music in school settings. Emphasis will be placed upon a scholarly investigation of critical issues related to the music education profession. Students will also be expected to determine the purposes and functions of music in American schools in relation to efficient and effective planning of curriculum and instruction. Massachusetts Frameworks and the National Standards will be incorporated into these topics.

MUSC 575 Techniques for Arranging Classroom and Concert Music (3 credits)

This course is intended to provide K-12 music educators with skills and techniques in arranging extant music for the particulars of specific classroom and public school ensembles, both vocal and instrumental.

Other Approved Courses:

MUSC 117 Women's Glee Club

MUSC 167 The Music of Black Americans

MUSC 230 Voice Class II

MUSC 255 Music Materials for Elementary Teachers

MUSC 274 Creating Music

† May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

MUSC 320 Class Recorder
MUSC 368 Folk Music of Canada
MUSC 374 Composition II
MUSC 413 Advanced Choral Conducting
MUSC 453 Music for Early Childhood
MUSC 473 Composition III
MUSC 474 Composition IV

NATURAL SCIENCES (NSCI)

NSCI 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

NSCI 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

NSCI 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second

Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

NSCI 300 Science and the Impact of Technology (3 credits)

A study of the interplay of science and technology, the environmental, social, and economic consequences of technology, the effect of technical change on society, the management and control of technology and the nature of the technological decision-making process.

NSCI 400 Senior Interdisciplinary Seminar in Environmental Science (3 credits)

Prerequisite: An introductory course in environmental science or consent of the instructor

Current environmental issues will be discussed and analyzed in detail from an interdisciplinary viewpoint. The importance of thorough analysis and planning in developing long-term solutions to environmental problems will be emphasized. Faculty with appropriate interdisciplinary backgrounds will participate.

NSCI 511 Principles of Hydrology and Remote Sensing for Investigating Land Use Impacts on Water Resources (3 credits)

Prerequisite: One course in either chemistry, earth science or geography and a course on computer applications; or consent of instructor

This is an interdisciplinary course on hydrology and land use assessment designed primarily for professional development of watershed educators working on projects in local watersheds. The RiverNet Watershed Access Lab will be used for projects that emphasize hands-on training in hydrology, determining watershed area, and assessment of land use through color I.R. photos and satellite image analysis. The project goal will be to evaluate land use impacts on water quality in the local community. *Summer session I*

NSCI 521 Watersheds: Stream Ecology, Water Quality and Land Use (4 or 6 credits)

Prerequisite: A course in ecology or environmental science and one course in either chemistry, earth science or geography

Part I, spring semester workshops two weeks in Summer Session II; Part II, fall semester workshops and/or watershed project. This is an interdisciplinary course primarily for teacher professional development in stream ecology, water quality and land use impacts in local watersheds. The RiverNet Watershed Access lab will be used to advance local community watershed initiatives that improve water quality and protect watershed resources. Workshops and projects will emphasize hands-on training in stream ecology, aquatic insect identification, water quality assessments and the use of Massachusetts GIS (Geographic Information Systems). The project goal will be to evaluate land use impacts on the water quality of a stream or river in the local community of each team. A local watershed initiative project will be developed by each participant and presented in a Watershed Access Lab one-day conference. Four credits require Saturday workshops, 8-day summer institute and a one semester watershed project presented at the WAL Conference. Six credits require Saturday workshops, 8-day summer institute and summer research project report, and an academic year watershed project presented at the WAL Conference. *Spring, summer II and fall*

NSCI 552 Watershed Analysis: Topics and Techniques (1-3 credits)

Prerequisite: NSCI 521 or consent of instructor

Designed primarily for watershed educators and secondary teachers to develop in-depth skills in watershed studies, this course allows for various specialized offerings as short courses of one or two credits. Short course topics will address specific issues and techniques pertaining to watershed studies that will also serve the continuing needs of teachers and watershed educators for professional development. Potential topics could include using Massachusetts G.I.S. for watershed land use analysis, techniques for biomonitoring, and historical geographic analysis of watershed land use. This course may be repeated with different topics for a total of three credits.

NSCI 525 Mathematical Applications to the Natural Sciences (3 credits)

Prerequisite: High school/middle school teacher of mathematics or sciences

A series of lessons will be offered in which the application of mathematics to various areas of science will be offered. Guest speakers will present material from their area of expertise. Demonstrations of classroom presentation of the material will be given.

Other Approved Courses

NSCI 411 Introduction to Medicine for the Non-physician
NSCI 514 Scientific Telecommunications

PHYSICAL EDUCATION (PHED)

Physical Education Activity Courses

Physical Education activity courses are offered on a quarter or semester basis for the following credit: 1.0 credit for a three-hour quarter course; 2.0 credits for a three-hour semester course. A maximum of six credit hours in physical education activity courses may be used toward graduation (this does not apply to physical education majors, dance minors and students enrolled in the communication arts and sciences major).

PHED 100 Applied Musculoskeletal Anatomy (3 credits)

Includes a fundamental study of the human body and its parts, with special emphasis on bones, muscles, joints and tissues involved in basic movement patterns.

PHED 117 Historical and Philosophical Foundations of Sport and Physical Education (3 credits)

An historical and philosophical study of sport and physical education, including an overview of the biological and normative/humanities areas constituting the discipline of sport studies.

PHED 131 Volleyball I—Beginner (1 credit)

Concepts and fundamental skills of volleyball, team play, rules and game strategy.

PHED 132 Field Hockey I (1 credit)

Development of basic skills, concepts and strategies for playing the game with understanding and application of rules.

PHED 133 Basketball I—Beginner (1 credit)

Fundamental skills of basketball, elementary offense and defense strategies.

PHED 134 Self Defense (1 credit)

This course will provide an understanding and application of preventive measures necessary for self defense.

PHED 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Physical Education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *PHED 135 fall semester, PHED 136 spring semester*

PHED 139 Theory and Practice of Dance Fundamentals (2 credits)

This course will offer an introduction to the technique and performance of dance. It will cover beginning level instruction in modern, jazz and tap dance. Laban's theories of space, time and dynamics will be explored. In addition to the art and technique of dance being practiced and performed in class, various other modes of learning will be employed, including reading and writing assignments and video lectures. The class will consist of one hour of lecture and two hours of laboratory.

PHED 140 Women's Lacrosse (1 credit)

Fundamental skills, strategies, rules and knowledge for playing the women's game.

PHED 141 Soccer (1 credit)

Fundamental skills of soccer including: kicking techniques, trapping, heading, offensive and defensive strategy and rules of the game.

PHED 145 Flag Football (1 credit)

Concepts and fundamental skills of the game including rules and strategy of play.

PHED/THEA 146 Dance Appreciation (3 credits)

This course explores the basic components of dance and enables students to appreciate the art of dance as an informed audience and as participants in its rich variety. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments. (CFPA)*

PHED 147 Theory and Practice of Ballet Fundamentals (2 credits)

This course gives students with little or no dance training the opportunity to obtain the essential fundamental concepts and skills of ballet technique. Emphasis is on correct placement, line and execution. In addition, through out-of-class research, students will obtain general background about ballet which, combined with intensive class work, is intended to create technically proficient and artistically enriched dancers. The class will consist of one hour of lecture and two hours of laboratory.

PHED 150 Beginner Swimming (1 credit)

This course is for the non-swimmer or beginner swimmer (shallow water only). Emphasis is on water adjustment, primary skills, stroke readiness and stroke development comparable to American Red Cross swimming course levels I, II, III.

PHED 152 Theory and Practice of Lifeguard Training (2 credits)

Lifeguard duties, responsibilities, requirements, and philosophy are emphasized. Successful completion of course requirements will earn Red Cross certification in Lifeguard Training and First Aid, and in CPR for the Professional Rescuer. Additional modules in Disease Transmission Prevention and Oxygen Administration for the Professional Rescuer will be offered. One hour of lecture and two hours of laboratory periods will be conducted weekly during the entire semester.

PHED 153 Jazz Dance (1 credit)

This course provides experiences with a variety of jazz styles, including lyric and percussive. Emphasis is on performance of choreographed routines and mastery of isolations and syncopation's.

PHED 154 Ballet (2 credits)

This semester course is aimed at the mastery of basic ballet technique including work at the barre, center adagio and allegro and across the floor combinations.

PHED/THEA 155 Dance Practicum (1 credit)

In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments. Fall semester is open to all; spring semester is open by audition only. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated.*

PHED/THEA 156 Movement and Dance for Actors (3 credits)

Exercises in developing and communicating a character through movement. Introduction to Theater movement, including dance, styles and conditioning. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments.*

PHED 157 Movement and Relaxation I (1 credit)

Theories and techniques of yoga and relaxation and basic movement related to daily activities.

PHED 158 Dance for Games and Sport-Theory, Practice and Performance (1 credit)

This course will introduce students to the theory, practice and performance of dance and its application to games and sport. Students enrolled will heighten their physical capabilities, amplify creative potential, and ultimately enhance their performance in games and sport. *Offered alternate years*

PHED 161 Folk Dance (1 credit)

Folk dance terminology, formations and dance steps. Course will include insight into the background and customs of the people in the countries where the dances originated.

PHED 162 Creative Modern Dance I (1 credit)

This course is an introduction to the creative and technical elements of modern dance. There will be explorations of body movements in time through space with force.

PHED 163 Aerobics (1 credit)

A series of easy to learn dances that combine the health and figure benefits of jogging with the fun and vigor of dancing. It is recommended that participants should be in good physical condition and anyone over 35 years have a physical examination prior to enrolling in the class.

PHED 164 Square Dance (1 credit)

An introduction to the contemporary square dance.

PHED 165 Tap Dance I (1 credit)

This course will explore the basic skills of tap dance using physical practice analysis, film critiques and performance. Basic tap vocabulary will be mastered.

PHED 166 African Dance (1 credit)

This course will introduce students to the dance styles of Africa and the Caribbean using the Dunham techniques as its technical base. There will be discussion of the cultural history of African and Caribbean styles and their effect on American dance.

PHED 167 Street Dance (1 credit)

This course will deal with the basic technique of street dance from electric boogie to hip-hop and electric slide. Students will be encouraged to share from their own dance background.

PHED 168 Ballroom Dance (1 credit)

This course will introduce students to the basic steps, rhythms and timing and performance. Dances covered will include the waltz, fox trot, swing, polka and a sampler of Latin dances.

PHED 170 Bowling I – Beginner (1 credit)

Concepts and fundamentals of bowling: approach, delivery, follow through and strategy of play. \$4.50 per week fee, approximately.

PHED 173 Archery I – Beginner (1 credit)

Concepts and fundamental skills of archery including methods of aiming, scoring and introduction to novelty events.

PHED 174 Tennis I – Beginner (1 credit)

Concepts and fundamental skills of tennis including forehand, backhand, serve, rules and strategy of singles and doubles play.

PHED 175 Golf I – Beginner (1 credit)

Concepts and fundamental skills of the game including rules and scoring. A minimal fee of approximately \$4.00 for use of facilities will be charged.

PHED 176 Badminton I – Beginner (1 credit)

Fundamental skills, rules and game concepts in order to prepare students for satisfying play experiences.

PHED 180 Coaching Basics (1 credit)

This course provides a "Level 1" coach by the American Coaching Effectiveness Program.

PHED 186 Track and Field (1 credit)

Skills of track and field including running, jumping, throwing events and their progressions.

PHED 188 Jogging and Road Running (1 credit)

An introduction to jogging and road running. Emphasis on knowledge and application of training technique and running mechanics, as they apply to the spectrum of running, from jogging to road racing and marathoning.

PHED 190 Conditioning (1 credit)

Concepts, exercises and activities related to the development of physical fitness, including isometrics, weights and running.

PHED 193 Weight Training (1 credit)

Emphasis will be on concepts and development of physical fitness through individualized weight training programs.

PHED 194 Wrestling (1 credit)

Fundamentals of college wrestling with emphasis on mat skills, rules, scoring and strategy. *Offered fall semester only*

PHED 196 Fencing I – Beginner (1 credit)

Concepts and fundamental skills of fencing including defense, feints, lunges, parries, ripostes and disengages.

PHED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

PHED 200 Fitness for Life (3 credits)

This course is concerned with aiding the student to achieve a lifetime of physical vigor, good health and sense of well being. Its emphasis is on the biological basis, planning and implementing of an ongoing program of self care through physical activity and proper nutrition.

PHED 201 Apprenticeship in Exercise Science and Health Fitness (1 credit)

This course is an introductory laboratory experience in the conduct of test procedures used in conjunction with preventive and circular-respiratory rehabilitative exercise programs.

PHED 203 Basic Rock Climbing (1 credit)

Development of fundamental skills and techniques used in rock climbing with special attention to belaying and safety considerations.

PHED 204 Theory and Practice of Progressive Resistance Training (2 credits)

Prerequisite: Physical Education majors only, or consent of instructor
This course consists of a study of the procedures used to train people to enhance their musculoskeletal fitness through progressive resistance exercise. Specific emphasis will be placed on bodybuilding, power lifting, Olympic Style Lifting, dynamic flexibility, plyometrics, and agility training. One hour of lecture and two hours of laboratory periods will be conducted weekly over the entire semester.

PHED 205 Introduction to Teaching Physical Education in the Public Schools (2 credits)

This course is designed to give students information about teaching physical education as a profession. Through discussion and direct observation of the teaching-learning environment, students will be able to study and observe the characteristics of learners of different age and grade levels as well as the philosophy, goals and objectives of programs for various certification levels. *Fall semester*

PHED 206 Theory and Practice of New Age Fitness (2 credits)

This course consists of a study and practice of new age fitness techniques as they pertain to fitness and wellness. Mind/body connection as presented in Eastern cultures will be explored. The art of Yoga will be examined through practice and examination of the Ayurvedic methods used to treat people to enhance their wellness including strength, balance, flexibility, cardio respiratory, and relaxation. One hour of lecture and two hours of laboratory periods will be conducted weekly over the entire semester.

PHED 209 Theory and Practice of Metabolic Training (2 credits)

This course will provide the theory behind aerobic and anaerobic training and will provide students with sufficient activity to produce a training effect in the various metabolic systems. One hour of lecture and two hours of laboratory will be conducted weekly over the entire semester.

PHED 210 Developmental Kinesiology (3 credits)

Prerequisite: PHED 100

This course uses a developmental approach to introduce the student to fundamental motor patterns. The anthropometrics and basic biomechanics that affect each motor pattern, are highlighted. Emphasis is placed on typical development as presented throughout the life span.

PHED 212 Strategies and Analysis of Motor Skills (3 credits)

Prerequisite: PHED 205

This course is an introduction to the learning and development of motor skills and movement principles. Fundamental assessment and evaluation concepts and procedures will be studied and applied. *Offered spring semester*

PHED 217 Principles of Motor Learning (3 credits)

Introduces the student to the concepts and principles concerned with learning and performance of movement skills.

PHED 225 Observation and Analysis of Movement for Children (4 credits)

Prerequisite: PHED 205

An introduction to the movement approach to games, dance, and gymnastics with emphasis on program content and progression using the thematic approach. *Spring semester*

PHED 231 Volleyball II – Intermediate (1 credit)

Prerequisite: PHED 131 or comparable experience

A follow-up of Volleyball I with emphasis on increased proficiency of performance and game strategy.

PHED 233 Basketball II – Intermediate (1 credit)

Prerequisite: PHED 133 or comparable experience

A follow-up of Basketball I with emphasis on advanced strategy and game play.

PHED 235 Rhythmic Activities: Programming For All Ages (1 credit)

Designed to provide a basic understanding of rhythmical movements and their application for programming for all age groups. The course will include a variety of expressive locomotion, non-locomotor and manipulative movements.

PHED/INTD 236 Games and Sport of Arctic People (3 credits)

A historical and philosophical study of the games and sport of traditional Arctic people, including an overview of the cultural attributes that inform the above.

PHED 237 Theory and Practice of Jazz Dance, Fall (2 credits)

Prerequisite: Dance experience. Students may self-select.

This course will offer intermediate level work in the technique and performance of jazz dance. It will also provide a historical overview of jazz dance and some of its most influential artists so that students gain an understanding of the origins of jazz dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. This class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 242 Theory and Practice of Ballet, Fall (2 credits)

Prerequisite: Ballet experience. Dancers may self-select.

This course gives students with an elementary level of training the opportunity to establish, develop and refine classical ballet technique. Emphasis is on correct placement, line and execution. In addition, through out-of-class research, students will obtain general background about ballet, which combined with intensive class work is intended to create dancers technically proficient and artistically enriched. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 243 Ballet II (2 credits)

Prerequisite: PHED 154 or previous experience in ballet

This course is a continuation of work begun in Ballet I. Ballet

technique will be learned at the barre, in center adagio and allegro combinations and in traveling across the floor.

PHED 244 Softball (1 credit)

Concepts and fundamental skills of the games including rules and strategy of play. *Spring semester*

PHED 245 Theory and Practice of Ballet, Spring (2 credits)

This course gives students with an intermediate level of training the opportunity to establish, develop and refine classical ballet technique. Emphasis is on correct placement, line and execution. An analytical approach to the relation between muscle control and technique is used to intensify the effectiveness of training. In addition, through out-of-class research, students will obtain general background about ballet which, combined with intensive class work, is intended to create dancers technically proficient and artistically enriched. The class is a continuation of topics addressed in PHED 242, but is not dependent on being taken in sequence. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 247 Theory and Practice of Jazz Dance, Spring (2 credits)

Prerequisite: Dance experience. Students may self-select.

This course will offer intermediate level work in the technique and performance of jazz dance. It will also provide a historical overview of jazz dance and some of its most influential artists so that students gain an understanding of the origins of jazz dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. The class is a continuation of topics addressed in PHED 237, but is not dependent on being taken in sequence. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 248 Theory and Practice of Modern Dance, Fall (2 credits)

Prerequisite: Dance experience. Students may self-select.

This course will offer intermediate level work in the technique and performance of modern dance. It will also provide a historical overview of modern dance and some of its most influential artists so that students gain an understanding of the origins of modern dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 249 Theory and Practice of Modern Dance, Spring (2 credits)

Prerequisite: Dance experience. Students may self-select.

This course will offer intermediate level work in the technique and performance of modern dance. It will also provide a historical overview of modern dance and some of its most

influential artists so that students gain an understanding of the origins of modern dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. The class is a continuation of topics addressed in PHED 248, but is not dependent on being taken in sequence. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 250 Intermediate Swimming (1 credit)

Prerequisite: PHED 150 or comparable experience

This course is for the deep-water swimmer and provides continued development on more advanced swimming skills, strokes, diving and survival techniques. *Both semesters*

PHED/THEA 251 Dance History (3 credits)

This course will offer an examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film, as well as performance of dances in historical styles. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments.*

PHED 252 Water Safety Instructor (3 credits)

Prerequisite: Red Cross Level VI of the Learn to Swim program or comparable skill level of proficiency as determined by a pre-course swimming and written screening test

Instruction in pedagogy and methodology for teaching Red Cross progressive swimming classes and Community Water Safety. Successful completion of course requirements will earn Red Cross Certification in Instructor Candidate Training and Water Safety Instructor.

PHED 253 Jazz Dance II (1 credit)

Prerequisite: PHED 153 or previous jazz dance experience

The class is a second level of jazz dance, which takes the basics and expands on them through dance combinations and locomotor patterns.

PHED 254 Water Polo (1 credit)

Includes basic movements, skills and maneuvers of the sport of water polo with emphasis on offensive and defensive fundamentals and strategies, practical drills, rules and regulations.

PHED/THEA 255 Creative Dance I (3 credits)

This course will investigate the theory of dance through participation, composition, lecture, discussion and film. Students will learn about the elements of space, time, force, movement and style. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments.*

PHED/THEA 256 Creative Dance II (3 credits)

Prerequisite: THEA/PHED 255

The use of basic elements of dance to form a set movement composition. Exercises in choreography and experiences in setting a dance for performance. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments. Spring semester*

PHED 257 Movement and Relaxation – Theory, Practice and Performance (1 credit)

This course will introduce students to the theory, practice and performance of yoga, relaxation procedures and basic movements related to daily activities.

PHED 258 Modern Dance Technique (1 credit)

The course will deal with the performance of modern dance technique through the study of styles of various modern dance artists.

PHED/THEA 259 Dance Repertory (1 credit)

Students will be taught a major choreographic work by faculty and/or guest artists. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments. Spring semester*

PHED/THEA 260 World Dance (3 credits)

An introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. (CFPA; CGCL)

PHED 262 Modern Dance II (1 credit)

The course is a continuation of the creative and technical performance of modern dance. Greater emphasis will be placed on individual and group compositions and improvisations.

PHED 265 Tap Dance II (1 credit)

Prerequisite: PHED 165 or consent of the instructor

This course will build on the basic skills learned in Tap Dance I to enable the student to learn more complex skills and combinations. New skills will be learned through practice and performance, analysis and critique of masters of tap.

PHED 268 Ballroom Dance II – Theory, Practice and Performance (1 credit)

Prerequisite: PHED 168 or consent of the instructor

This course will be a continuation of the theory, practice and performance of ballroom dance. Intermediate theory, practice and performance of the swing, tango, cha cha, waltz, fox trot and selected Latin dances will be covered.

PHED 270 Bowling II – Intermediate (1 credit)

Prerequisite: PHED 170 or comparable experience

A follow-up of Bowling I with emphasis on increased skill and consistency. \$2.50 per class meeting, approximately.

PHED 271 Theory and Practice of Tap Dance (2 credits)

Prerequisite: Dance experience. Students may self-select.

This course will offer intermediate level work in the technique and performance of tap dance. It will also provide a historical overview of tap dance and some of its most influential artists so that students gain an understanding of the origins of tap dance, its various styles and influences and how it differs from other dance forms. In addition to the art and technique of dance being practiced and performed in class, various other assignments will be required including reading and writing assignments and critiques of video and live performances. The class will consist of one hour of lecture and two hours of laboratory. This course may be repeated once for credit.

PHED 274 Tennis II – Intermediate (1 credit)

Prerequisite: PHED 174 or comparable experience

A follow-up of Tennis I with emphasis on volley, lob, smash, and game strategy.

PHED 276 Badminton II – Intermediate (1 credit)

Prerequisite: PHED 176 or comparable experience

A follow-up of Badminton I with emphasis on advanced skills, singles and doubles play, and game strategy.

PHED 278 Bicycle Touring (1 credit)

An understanding and appreciation for the sport of cycling through the application of body mechanics, cycling techniques, knowledge of multigeared bikes and the many aspects of touring. Students must have a bike.

PHED 280 New Games (1 credit)

This course is designed to introduce the philosophy of new games and develop a repertoire of non-competitive, cooperative and collaborative games suitable for a variety of age groups. The students will experience the psychomotor and affective components embodied in the new games concept.

PHED 281 Theory and Practice of Educational Dance (2 credits)

This course will involve students in creative/expressive dance using Laban's Movement Framework as a basis for content. Knowledge of this content will give students a foundation for dance teaching in all settings. Additionally, students will have an opportunity to choreograph dance sequences both individually and in small groups. The intent is for both the non-dancer and the trained dancer to be comfortable in the creative environment. *Offered fall semester*

PHED 285 Gymnastics (2 credits)

Concepts and fundamental skills of vaulting, balance beam, parallel bars, uneven parallel bars, high bar, side horse, rings and free exercise.

PHED 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquia in Physical Education allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *PHED 286 fall semester, PHED 287 spring semester*

PHED 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge.

Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PHED 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PHED 315 Teaching Team and Individual Sports (4 credits)

Prerequisite: PHED 212 and admission to the Professional Education Program

Methodologies, teaching strategies, materials and media for introducing, developing and evaluating skills and knowledge of selected team and individual sports. *Fall semester*

PHED 318 Socio-Cultural Foundations of Sport (3 credits)

This course provides an introduction to the study of sport as a social institution and an element of culture. Major topics include the roles of sport in society, the relationship of sport to other social institutions and variations in sport across cultures.

PHED 324 Physical and Motor Development of Individuals with Disabilities (3 credits)

Prerequisite: PHED 217

This course addresses the etiology, treatment, developmental sequence and functional abilities of disabled and handicapped populations. The course also emphasizes concepts of physical fitness, motor and physical skill development, concepts related to competitive and cooperative social interaction as well as the constructive use of leisure. Topics presented will include the visually impaired, blind, mentally retarded, cerebral palsy, spina bifida, muscular dystrophy and postural disorders. The diagnostic prescriptive process will be stressed along with the latest screening and assessment instruments and techniques.

PHED 325 Methods and Techniques in Coaching Individual Sports (1 credit)

A brief theoretical study of individual sports, offensive and defensive fundamentals and strategies and responsibilities regarding administration of practice and performance.

PHED 326 Teaching Physical Education to Children (3 credits)

Prerequisite: PHED 205, PHED 225 and admission to the Professional Education Program

A study of the movement approach to teaching physical education to children with emphasis on developing content and methodology. Students will engage in pre-practicum experience with children in an on-campus setting focusing on: developing, analyzing and improving teaching behavior and developing teaching materials. *Fall semester*

PHED 327 Methods and Techniques in Coaching Team Sports (1 credit)

A brief theoretical study of team sports, offensive and defensive fundamentals and strategies and responsibilities regarding administration of practice and performance.

PHED 329 Teaching and Curriculum Development in the Middle and Junior High School (3 credits)

Prerequisite: PHED 212 or 225; PHED 217; PHED 385 or 210 and admission to the Professional Education Program

This course will focus on teaching and curriculum development for physical education in the middle and junior high school. Emphasis will be placed on important trends in our society and an understanding of what physical education can and should mean to the education of transadolescents. Teaching concepts as well as equity issues, comprehensive curriculum planning and evaluation will be studied. *Fall semester*

PHED 335 Planning, Implementation, and Evaluation in Teaching Physical Education (6 credits)

Prerequisite: PHED 315 or PHED 326

Designed to develop teaching competencies related to the planning, implementation and evaluation aspects of instructional programs in physical education. Course will include current research on effective teaching, peer teaching and videotape analysis of teacher and student behavior. *Spring semester (Formerly PHED 313)*

PHED 353 Creative Dance for Children (3 credits)

Prerequisite: PHED 281 or consent of the instructor

The study and experience of dance as a creative art activity for children. For those planning to work with children in schools, camps, community centers or enrichment programs.

PHED 354 Introduction to Snorkeling and Scuba Diving (1 credit)

Prerequisite: Intermediate swimming or comparable skill proficiency, successful completion of a swimming proficiency screening test

This course will cover fundamental skills, use of equipment, and safety in snorkeling and scuba diving. Students must pass a swimming proficiency pre-test during the first class to continue in the class. *Offered spring semester only*

PHED 356 Canoeing I (1 credit)

Instruction in fundamental skills of canoeing and small craft safety techniques.

PHED/THEA 357 Dance Production Theory (2 credits)

Prerequisite: PHED/THEA 255 and PHED/THEA 256, or consent of the instructor

†May be taken for graduate level credit.

This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance will result in a plan for a dance piece. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments. Fall semester*

PHED/THEA 358 Dance Production Techniques (1 credit)

This course is an extension of PHED/THEA 357 Dance Production Theory and provides an opportunity for students to set a choreographed work for dancers and to rehearse it for presentation. *Offered for credit in both the Movement Arts, Health Promotion and Leisure Studies and the Communication Studies and Theater Arts Departments. Spring semester*

PHED/WMST 365 Women in Sports (3 credits)

Prerequisite: 3 Core Curriculum Requirement credits in Behavioral Science

This course investigates the sport-women relationship from a physiological, historical and socio-cultural perspective. In doing so, it examines images, attitudes and structures that affect the involvement of women in sport and exercise and restrict/enhance their personal and professional potential.

PHED 380 The Psychology of Sport and Physical Performance (3 credits)

Prerequisite: PSYC 100, PHED 217 or consent of instructor

An overview of how psychological factors affect sport and physical performance.

PHED 385 Biomechanics (3 credits)

Prerequisite: PHED 100 and a Foundations of Mathematical Reasoning Core Curriculum Requirement

Introduces the student to the concepts and principles of biomechanics as they relate to sport and recreational skills. Two hours lecture and two hours laboratory weekly.

PHED 397 Children's Physical Developmental Clinic Program (2 credits)

Prerequisite: Consent of instructor

The course affords students serving as clinicians in the Children's Developmental Clinic the challenging opportunity to assess a child's development level and design an individual activity program to ameliorate psychomotor and social deficiencies. More specifically, students will learn strategies for teaching children with disabilities, techniques for developing terminal goals and behavioral objectives, and methods for writing anecdotal records as well as writing and orally presenting a clinical report that summarizes a child's progress over the course of a semester. This course is open to all majors and may be repeated with consent of the instructor. Graded on a (P) Pass/(N) No Pass basis.

PHED 400 Physiology and Techniques of Strength Fitness (3 credits)†

To provide students with a knowledge of the effects of heavy resistance exercise training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength conditioning programs, body building, Olympic lifting, power

lifting, circuit training, variable resistance, isotonic, isokinetic and isometric resistance training.

PHED 401 Physiology of Exercise (3 credits†)

Prerequisite: BIOL 100 or BIOL 102, or equivalent

Includes the study of systems, their interrelationships and adjustments during exercise and as a result of training. Emphasis is on current research findings and what remains to be discovered in man as a moving being. Two hours of lecture and one two-hour laboratory period weekly.

PHED 402 Exercise Metabolism (3 credits†)

Prerequisite: PHED 401 or equivalent

An in-depth study of human physiological principles as applied to exercise, sport activity and research. Special emphasis is on neurological control, exercise in relation to cardiovascular disease, and factors affecting performance.

PHED 403 Cardiovascular Analysis Evaluation and Rehabilitation (3 credits†)

Prerequisite: PHED 401 or equivalent

This course includes an examination of cardiovascular dynamics as studied through anatomy, electrophysiology, rehabilitation, and the pathology of the cardiovascular system. Specific emphases will be placed on the analysis of the cardiovascular system through the ECG, cardiac rehabilitation, and basic cardiac pharmacology. *Fall semester*

PHED 404 Exercise Prescription (3 credits†)

This course focuses on the development of individual prescriptive exercise programming with respect to individual contraindications. Environmental conditions along with intensity, duration and frequency of physical activity will be studied in order to develop programs. *Summer sessions*

PHED 405 Exercise Circulation: Mechanisms and Morphology (3 credits†)

Prerequisite: PHED 401

This course provides students with a knowledge and understanding of the acute and chronic effects of exercise on the peripheral and central circulatory systems. It deals with exercise related cardiovascular dynamics, effects of frequently used medications and growth responses induced by regular exercise as well as abnormal physiological responses to exercise.

PHED 406 Personal Fitness Training (3 credits†)

Prerequisite: PHED 401; Physical Education majors only

This course will teach the exercise science student to train sedentary adults, as well as adults within special health populations. The aspects of developing safe, profitable, and legal personal training practices will be explored. Students will have the opportunity to train a client and will have the opportunity to sit for a National Advanced Personal Training Certification.

PHED 409 Planning, Implementing and Evaluating Fitness Programs (3 credits†)

This course provides students with skills needed to develop, implement and evaluate programs in fitness and rehabilitative exercise centers. Emphasis will be placed on program development, on providing instruction to individuals and groups and on administrative tasks expected of the entry-level fitness professional.

†May be taken for graduate level credit.

PHED 414 Coaching (3 credits)

The application of teaching and learning principles as related to the player, team, coach and the athletic program. Areas to be included will be psychology and philosophy of coaching, organization and administration of the program, coaching techniques, conditioning and evaluative procedures. *Offered once a year*

PHED 416 Planning and Implementing Coaching Leadership Strategies (3 credits)

Prerequisite: PHED 217 and PHED 414

Designed to enhance leadership and instructional competencies in the coaching profession, this course will stress the principles and practices of effective coaching including peer feedback, analysis of coach (role-playing) and athlete (peer) behavior, and utilization of motivational techniques to enhance skill development. *Offered once yearly*

PHED 440 Scientific Basis of Coaching (3 credits)

The course will examine the nutritional principles applied when instructing individual and team fitness activities and sports.

PHED 451 Prosthetics and Orthotics (3 credits†)

This course presents principles and techniques of using ambulatory aids, prosthetics, orthotics and wheelchairs for mobility, motor development, leisure activity and sport. Emphasis will be on skill adaptations and program planning for individuals with neuromuscular disease, spinal cord injury and amputation. Course includes clinical observation and laboratory experiences.

PHED 481 Organization and Administration of Athletics (3 credits)

Course content will include the history of sport management; athletics policies and regulations on the local, state and national levels; administrative plans; contest management; marketing strategies; legal principles; sport ethics; media relations; sport broadcasting; finance and budget; athletic facilities; scheduling; public relations; intramural and recreational sports; trends in scholastic, collegiate, international and professional sport; and growth in the health and fitness industry.

PHED 484 Physical Education for Children and Youth with Disabilities (3 credits†)

The planning and development of physical education programs considered appropriate to the needs, interests and abilities of exceptional children and youth. Emphasis will be placed on the contribution that physical education can make to the education and well being of the physically, mentally and emotionally handicapped.

PHED 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

PHED 491 Field Based Pre-Practicum (5-12) – Physical Education (2 credits)

Prerequisite: PHED 335

Designed to provide the student with field based teaching experiences in selected settings. Students may register for PHED 491-492 while concurrently registered in PHED 335. *One quarter, either semester*

PHED 492 Practicum in Student Teaching (5-12) – Physical Education (12 credits)

Prerequisite: PHED 491

Full-time teaching for one semester with supervision provided by members of the department faculty. Students may register for PHED 491-492 while concurrently registered in PHED 335.

PHED 494 Advanced Study of Motor Programs for Individuals with Chronic Health Conditions (3 credits†)

Prerequisite: Undergraduate: PHED 217 and PHED 324; graduate: PHED 484 and PHED 508 or consent of the instructor

Included is the study of nutritional disturbances, emotionally disturbed, socially maladjusted, disadvantaged, and chronic medical problems. A culmination of professional experiences to include a study of perceptual motor programs, behavior modification, advanced techniques of motor assessment and grantsmanship. The role of the adapted physical educator as a resource and itinerant teacher will be presented. *Offered fall semester*

PHED 495 Field Based Pre-Practicum (PreK-8) – Physical Education (2 credits)

Prerequisite: PHED 335

Designed to provide the student with field based teaching experiences in selected settings. *One quarter either semester*

PHED 496 Practicum in Student Teaching (PreK-8) – Physical Education (12 credits)

Prerequisite: PHED 491

Full-time teaching for one semester with supervision provided by members of the department faculty.

PHED 497 Seminar in the Children's Physical Development Clinic (3 credits†)

Prerequisite: A minimum of one year's experience in the Children's Physical Developmental Clinic and consent of the instructor

The Children's Physical Developmental Clinic (CPDC) is an interdisciplinary community service program designed to enhance the physical, motor and social development of disabled children and adults 18 months through 21 years. This course affords veteran student clinicians the challenge of assisting with program development, administration and evaluation of the CPDC as well as the training and supervision of less experienced clinicians. The course is open to all majors and may be repeated once for credit with the consent of the instructor.

PHED 498 Field Experience in Physical Education (3-15 credits)

Prerequisite: Consent of the department; formal application required
A field experience offers qualified students the opportunity to gain practical experience in their major. Placements are made in both public and private agencies and are designed to complement a student's concentration in their major.

†May be taken for graduate level credit.

PHED 499 Directed Study in Physical Education (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

PHED 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

PHED 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

PHED 504 Nutrition for Sports, Exercise and Weight Control (3 credits)

This course will provide a thorough review of nutritional principles and practices essential for exercise and optimal performance in sports. Also stressed are principles and strategies for maintaining, gaining or losing weight.

PHED 506 Philosophy and Principles of Physical Education (3 credits)

Prerequisite: 6 credits in physical education

Philosophical inquiry into the discipline of physical education including a study of trends and forces in education as they affect the field.

PHED 507 Children and Their Movement Behaviors (3 credits)

Prerequisite: 12 credits in physical education or consent of the instructor
Current concepts and trends related to movement experiences of children with emphasis on developmental movement, and learning.

PHED 508 Motor Learning (3 credits)

Prerequisite: 3 credits in psychology

Integration of biological and psychological concepts in the acquisition of motor skills including environmental conditions, developmental factors and learning theories.

PHED/ATTR 511 Research Methods in Physical Education (3 credits)

This course will develop competencies needed to both produce and consume research in physical education and allied areas. In the development of a research proposal, students will gain an understanding of such research techniques as problem formulation, literature review, sampling, hypothesis construction, research design, instrumentation and data analysis. *Fall semester only*

PHED 513 Educational Games for Elementary and Middle School Level (3 credits)

A comprehensive study of the movement approach to educational games with emphasis on analysis of games. Progression utilizing thematic approach and curriculum development will also be presented.

PHED 514 Improving Teaching Effectiveness in Physical Education (3 credits)

Prerequisite: PHED 335 or equivalent

The course will focus on research pertaining to teacher and school effectiveness and implications for teaching physical education. Formats through which teachers can gather data for use in self-analysis and improvement of instruction will be examined. Equity issues and the need of a multicultural society will also be discussed.

PHED 515 Advances in Exercise Circulation (3 credits)

Prerequisite: PHED 401

This course provides students with a knowledge and understanding of current theories explaining the responses of the circulation to acute and chronic exercise. It considers translocations of fluids and fluid constituents within the vascular systems and among various body compartments. It also considers potential growth responses and abnormal responses. *Alternate years*

PHED 516 Exercise Electrocardiography (3 credits)

This course focuses on the basic electrophysiology of the heart and the intricate electrical responses of the hearts of healthy and unhealthy individuals to exercise. Its fundamental emphases are thus exact descriptions of ECG variations, mechanisms underlying these variations and factors influencing cardiac electrophysiology.

PHED 517 Experimental Processes in Physical Education (3 credits)

This course will develop quantitative competencies required to conduct and understand experimental research typically occurring in physical education. It thus concerns basic measurement theory, probability, description and inference. *Alternate years*

PHED 518 Advances in Exercise Metabolism (3 credits)

Prerequisite: PHED 401 or consent of the instructor

Students will study advanced topics concerned with bioenergetics during exercise. It will focus on acute and chronic responses to exercise from various perspectives. Among topics covered will be: cardiovascular/ventilatory coupling, chemomechanical coupling, anaerobic threshold, substrate utilization, electrolyte imbalance, oxygen use and hormonal controls of metabolisms. *Alternate years*

PHED 519 Advances in Exercise Prescription (3 credits)

Prerequisite: PHED 401 or consent of the instructor

This course is concerned with special circumstances, which dictate that one must adjust either the exercise testing or prescription for an individual. It is thus focused on descriptions of special situations, testing and prescription for those situations. Other special cases considered will be: gender, children, aging, environment, arthritis, diabetes, obesity, heart disease, low fitness, high fitness, respiratory disorders and hypertension. *Summer only*

PHED 520 Health Fitness Program Planning and Management (3 credits)

Prerequisite: At least one course in exercise physiology or consent of the instructor

Designed to address strategies essential to the development of

successful exercise and health fitness programs. Emphasis will be placed on program development, motivational techniques and administrative considerations.

PHED 523 Strength and Conditioning Laboratory (3 credits)

Prerequisite: PHED 204 and PHED 400 and PHED 401; or consent of instructor

This course consists of a study in the procedures used to train and coach athletes to enhance their musculoskeletal fitness through strength and conditioning. Specific emphasis will be placed on power lifting, Olympic style lifting, dynamic flexibility, plyometrics, agility training, and sports specific training. Lecture, laboratory and out-of-class observation and field work time will be conducted weekly over the entire semester. *Spring semester*

PHED 526 Sport Law (3 credits)

This course will give the sports professional an understanding of the legal system as a whole and the unique legal problems and responsibility faced in managing a sports activity. The sports professional will be educated to identify potential legal liability, to avoid unnecessary legal risks and to minimize legal loss exposure.

PHED 530 The Motor Domain: Implications for Chronic Disabilities (3 credits)

Prerequisite: PHED 324 or equivalent

An in-depth study of etiologies, classifications and functional motor abilities of chronic medical conditions will be presented. Topics will include asthma, cystic fibrosis, epilepsy, cancer, obesity, diabetes, arthritis, multiple sclerosis and muscular dystrophy. The course will also emphasize unique physiological, psychological and biochemical characteristics pertaining to motor development, sport and leisure.

PHED 531 Motor Performance Adaptations for Moderate and Severe Disabilities (3 credits)

This course addresses the etiologies, prevalence, characteristics and functional motor abilities of moderate and severe disabilities. Attention is given to an overview of moderate and severe populations, spinal cord injured and amputees. The course will also address such related topics as bloodborn pathogens, screening and assessment methods, related professional services, leisure placement strategies, due process, advocacy and legal considerations.

PHED 543 Foundations of Resistance Training (3 credits)

This course will provide students with knowledge of the effects of various heavy resistance training protocols on musculoskeletal integrity, metabolic capacity and various specific tissue characteristics in the human body. Thus, the course necessarily considers micro-anatomical and physiological variations associated with general strength conditioning programs, body building, Olympic lifting, power lifting, circuit training, isotonic and isometric resistance training.

PHED 544 Applied Laboratory Techniques in Exercise Science (3 credits)

Students will utilize a number of laboratory techniques to assess fitness capabilities and health status of normal subjects. Focus

will be on standardization of procedures and collection of reliable and valid data. An additional concern will be clear representation and interpretation of classical techniques used to routinely assess physical fitness in the laboratory. *Summer only*

PHED 545 Physical Conditioning and Training in Sports and Exercise (3 credits)

Prerequisite: An introductory course in exercise physiology or consent of the instructor

This course is designed to provide the sport practitioner, i.e., the coach, athlete, team trainer, and physical educator, with a basic understanding of the physiologic principles underlying the physical conditioning process. Methods of planning, implementing and evaluating training programs will be the main focus of attention.

PHED 546/ATTR 548 Applied Biomechanics and Movement Analysis (3 credits)

This course provides students with a knowledge and understanding of the mechanical concepts underlying performance of motor skills. Focus is on analytic techniques, which allow students to analyze skills and effectively consume complex skill analyses conducted by others. *Fall semester, alternate years*

PHED 560 Adventure-Based Physical Education (3 credits)

Prerequisite: Matriculation in the MS in Physical Education program or consent of instructor

This course is designed for those who are new to Adventure education and who work in a setting where the group process and debriefing are important. Some of the techniques to enhance group process are the following: goal setting, reflection, decision making and debriefing. The curriculum will include: adventure basics, philosophy and theory, including challenge by choice and the full value contract, ground activities, low elements and high elements. Participants should be in relatively good health and able to perform moderate physical activity.

PHED 581 Selected Topics in Physical Education (1-3 credits)

Prerequisite: Course prerequisite may be specified depending on the nature of the topic

Special topics of current relevance in physical education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May take more than once with consent of adviser.

PHED 595 Internship in Physical Education (3-6 credits)

Prerequisite: 12 graduate credits in physical education and consent of adviser

An internship offers qualified students the opportunity to gain substantial practical experience within their major. Placements are designed to complement a student's program concentration.

Other Approved Courses:

- PHED 134 Self Defense
- PHED 182 Ski Touring
- PHED 202 Orienteering
- PHED 345 Sport and Physical Education in East Asian Cultures

- PHED 346 Sport and Culture in India
- PHED 350 Advanced Swimming
- PHED 361 Officiating Individual Sports
- PHED 362 Officiating Team Sports
- PHED 439 Analysis and Application of Teacher Behavior
- PHED 465 Theory and Development of Play
- PHED 470 Sociology of Sport
- PHED 471 Psycho/Social Aspects of Sports
- PHED 487 Psychological Aspects of Coaching
- PHED 505 Principles and Techniques of Supervising Student Teachers in Physical Education
- PHED 510 Concepts of Curriculum Development
- PHED 512 Administration of Physical Education
- PHED 533 Applications of Exercise Physiology

PHILOSOPHY (PHIL)

Only one, 3 credit course from the following may be taken for credit:

- PHIL 101 Reasoning and Value
- PHIL 102 Reasoning and Human Nature
- PHIL 103 Reasoning and Politics
- PHIL 104 Reasoning and Religion
- PHIL 105 Reasoning and Science
- PHIL 111 Foundations of Logical Reasoning

PHIL 101 Reasoning and Value (3 credits)

This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning morality, such as: What is morality? Are there any universal values or principles which all persons should recognize? Are there any rational ways to resolve moral disagreements? *Either semester*

PHIL 102 Reasoning and Human Nature (3 credits)

This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning human nature, such as: What is a person? Is there a human nature? Are human acts free or determined? *Either semester*

PHIL 103 Reasoning and Politics (3 credits)

This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning politics, such as: What, if anything, is the legitimate purpose of government? What is the best form of government? To what extent, if any, are we obligated to obey the law? What are rights and how do we get them? *Either semester*

PHIL 104 Reasoning and Religion (3 credits)

This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning religion, such as: Can God's existence be proven or disproven? Can the existence of evil be an obstacle to religious belief? Is there evidence for immortality? Can an atheist be moral? *Either semester*

PHIL 105 Reasoning and Science (3 credits)

This course introduces the skills of critical reasoning by developing a general understanding of argumentation and by examining key philosophical issues concerning science, such

as: Is there a scientific method? Are science and faith mutually exclusive? Is there "a scientific view" of persons? Is science value-free? *Either semester*

PHIL 111 Foundations of Logical Reasoning (3 credits)

This course introduces the student to the intellectual foundations, conceptual frameworks and methodologies of logic. It examines the distinctions between arguments and nonarguments, premises and conclusions, deductive and inductive arguments, explicit and implicit premises, and key valid and invalid argument forms. It explores the kinds of reasons that are relevant to major foundational projects for acquisition and increase of knowledge, the function of logic in the context of theories about meaning, knowledge, values or reality, and how to apply logical reasoning to controversies in ethics, politics, science or religion. (CLOR)

PHIL 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *PHIL 135 fall semester, PHIL 136 spring semester*

PHIL 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

PHIL 201 Rational Thinking (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course develops skills of rational thinking, including a working understanding of meaning, ambiguity and vagueness; the nature of argument; deductive and probabilistic reasoning; and fallacies. *Offered alternate years*

PHIL 203 Happiness and the Meaning of Life (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course provides a framework for thinking about happiness and life's meaning by considering such questions as: What is happiness and how can it be attained? Is happiness the main, or only, goal in living a good life? Does life have a meaning? Is living morally a condition of having a good life? How are happiness and life's meaning affected by emotion, desire, reason, pleasure, suffering and death? *Offered alternate years*

PHIL 204 Sex and Personal Relations (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course examines central topics in the philosophy of sex including questions such as: What is the philosophical significance of sex? Can we justify the distinction between good and bad sex? Moral and immoral sex? Normal and perverted sex? Is the language of sex sexist? What is love and how is it related to reason and emotion? Can friendship be distinguished from love? Does prostitution or pornography degrade persons? *Offered alternate years*

PHIL 205 Medical Ethics (3 credits)

Prerequisite: One 100-level course in philosophy

This course explores issues of life and death including questions such as: Is abortion ever justified? Is euthanasia ever justified? Does the patient ever have the right to refuse life-saving treatment? Does a doctor have the right to withhold information from patients? Do the parents or society have the right to determine what is the best treatment, if any, for a child? Is suicide ever justifiable? On what basis should limited medical resources be allocated? *Offered alternate years (CHUM)*

PHIL 212 Philosophies of India (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course examines some of the central ideas and issues found in past and contemporary Vedanta, Yoga, and Buddhism, especially as they illuminate Asian/Western misunderstanding and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. *Offered alternate years*

PHIL 213 Philosophies of China and Japan (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course examines some of the central ideas and issues found in past and contemporary Confucianism, Taoism, Buddhism and Shintoism, especially as they illuminate Asian/Western misunderstandings and relationships. Emphasis will be placed on concepts of moral value, human nature, salvation, harmony and pluralism. *Offered alternate years*

PHIL 216 Values and Technology (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

The development and application of modern technology have influenced human choices, self-understanding, and social organization. This course will examine the value implications of controversies such as reproductive technologies and choice, censorship and privacy on the Internet, DNA research and its applications, advertising in the classroom, and monopoly control of communication technologies. *Offered alternate years*

PHIL 229 Explaining the Paranormal (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

An application of ideas about personal experience, problem-solving, evidence, observation, testimony, theory-acceptance, and proof to claims about paranormal phenomena including ESP, near-death experiences, UFO abductions, psychic forecasting, miracle cures, and reincarnation. The course considers the extent and limits of our ability to explain such phenomena as well as the arguments of those who are skeptical about the paranormal. *Offered alternate years*

PHIL 232 Philosophy and Feminist Thought (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy
This course examines issues in contemporary feminist thought as they have emerged from Western philosophy, such as: Are there distinctively feminist accounts of human nature, society and persons? Do interpretations of rationality, thought and experience reflect gender experiences? Do positions on moral issues reflect gender differences? Do feminist theories of gender, culture and power have social and political applications? Is feminism anti-male? (Formerly PHIL 332) Offered alternate years

PHIL 235 Human Rights and Human Liberties (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy
This course explores different theories of the grounding, nature, and scope of rights and liberties, such as: What does it mean to call something a "human right"? How should we understand liberty? Are there different conceptions of liberty underlying different political theories? Other topics include such things as the relation between rights and responsibility, the relation between a theory of morality and a system of legal rights, and the possible conflicts between liberty and community. (CHUM)

PHIL 242 Philosophy of Human Nature (3 credits)

Prerequisite: One 100-level course in philosophy
This course will be a study of ancient and modern theories of human nature. We will investigate topics such as freedom and determinism, good and evil, race and gender, mind and consciousness, and society and politics. Each of these topics will be considered as possible aspect of human nature, in pursuit of the notion a human self.

PHIL 248 Buddha, Socrates, Jesus (3 credits)

Prerequisite: One 100-level course in philosophy
Each of these major paradigms of human possibility – Buddha, Socrates, Jesus – represents a markedly different tradition – respectively, Indian, Greek, Jewish; a different understanding of religiosity – atheistic, agnostic, theistic; a different mode of religious practice – meditation, inquiry, fideism; a different hope for human possibility – release, Understanding, salvation; and myriad interpretations by critics and followers alike of what their respective lives meant and mean. Students will be expected to discern and address the philosophical issues that arise out of these figures and develop in response their own considered views. Offered alternate years (CHUM; CGCL; CWRT)

PHIL 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor. One 100-level, 3 credit course in philosophy and consent of the instructor
Sophomore Honors Colloquia in philosophy allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. PHIL 286 fall semester, PHIL 287 spring semester

PHIL 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.
Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PHIL 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.
Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PHIL 301 Plato and Aristotle (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy
This course examines selected works of Plato and Aristotle on such issues as the nature of philosophy, the method of inquiry, the ground and possibility of knowledge, the reality of form and psyche, deliberation and human good and the ideal society. Offered alternate years

PHIL 303 Major Modern Philosophers (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy
This course examines selected works of the more prominent philosophers of the seventeenth and eighteenth centuries, including Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume and Kant. It explores their metaphysical and epistemological views, as well as the systematic approaches they take to solving some difficult philosophical puzzles. (CHUM; CGCL; CWRT)

PHIL 310 Symbolic Logic (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy
This course explores the ideas and techniques of symbolic logic that are of use in understanding, developing and appraising natural deductive arguments. Offered alternate years

PHIL 320 Topics in Philosophy (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course offers various topics of special interest to philosophers, including topics in the history, problems, and methods of philosophy. The course will be offered from time to time and may be taken for credit more than once with change of topic.

PHIL 322 Philosophy of Law (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course examines law and justice, the structure of legal reasoning, the nature and justification of the adversary system, lawyers' roles and ethics and questions such as: Should confidentiality, zealous advocacy, plea bargaining or the insanity defense be abolished? Is punishment morally defensible? What is the basis for legal interference with individual liberty? Do lawyers have an obligation to defend clients they find repulsive? *Offered alternate years*

PHIL 325 Philosophy of Art (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course examines philosophical questions arising in connection with the identification, interpretation and evaluation of art and its creation and questions such as: What is art? Is there a valid way to distinguish art from non-art and good art from bad art? Are there ways to establish the meaning of a work of art, or is all interpretation subjective? Do artists have moral responsibilities as artists? Should the government subsidize art? *Offered alternate years* (CHUM; CWRT)

PHIL 334 Free Will, Determinism and Responsibility (3 credits)

Prerequisite: One 100-level, 3 credit course in philosophy

This course examines main topics and problems in the philosophy of action and agency, including: What is free will and do we have it? Are our motives, desires, and intentions determined? When, if at all, are we responsible for what we do? What implications does free will (or its absence) have for autonomy and legal liability, as in the insanity defense? *Offered alternate years*

PHIL 402 Knowledge and Truth (3 credits†)

Prerequisite: One 100-level, 3 credit course in philosophy

Note: May be taken for graduate level credit with the consent of the department chairperson

This course examines both historical and recent discussions of problems and arguments concerning knowledge, belief, skepticism, justification, objectivity, relativism and truth. Questions include: Can we have knowledge? Does knowledge entail certainty? Are there sources of knowledge that transcend the senses? Are we justified in believing that there is an external world? Is there one objective reality or many alternative realities? What is truth? Is truth relative? *Offered alternate years*

PHIL 403 Ethics and Action (3 credits†)

Prerequisite: One 100-level, 3 credit course in philosophy

Note: May be taken for graduate level credit with the consent of the department chairperson

This course examines both historical and recent discussions of problems and arguments concerning moral reasons, knowledge, character, motivation, justification, judgements, and action. Questions include: Can we have moral knowledge? If so, in what does it consist? Are moral disagreements capable of

rational resolution? What does it mean to be moral? Are there morally preferable ideals, qualities of character, and ways of life? Are there moral facts or truths independent of human desires, preferences, and agreements?

PHIL 404 Mind and Language (3 credits†)

Prerequisite: One 100-level, 3 credit course in philosophy

Note: May be taken for graduate level credit with the consent of the department chairperson

This course examines both historical and recent discussions of problems and arguments concerning mind, consciousness, emotion, personal identity, meaning, privacy, causality and behavior. Questions include: What is the mind? What is the relationship between mind and body? Can reasons, emotions, and motives cause behavior? What is consciousness? Can we have knowledge of the mental states of others? Can there be an exclusively private language for our own feelings? Will there ever be a machine that can think and feel? Do animals have minds and language? Is language innate? (CHUM; CWRT)

PHIL 450 Senior Seminar in Philosophy (3 credits)

Prerequisite: Senior standing in any major and 4 courses in philosophy, or consent of the instructor

This course will integrate the students' previous studies in philosophy with their present work, culminating in a three-part reflective essay on their philosophical progress in the areas of history of philosophy, philosophical problems, and applications of philosophy to other disciplines. Students and philosophy faculty will engage in discussions based on selected readings and research presentations by the faculty in various areas of philosophy. *Spring semester*

PHIL 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students; one 100-level, 3 credit course in philosophy

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Either semester*

PHIL 499 Directed Study in Philosophy (1-3 credits)

Prerequisite: Consent of the department; formal application required

This course is open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

Other Approved Courses:

PHIL 207 Philosophy of Education
PHIL 210 Liberation Ethics
PHIL 215 Environmental Ethics
PHIL 305 American Philosophy
PHIL 328 Philosophy of Religion
PHIL 330 Amoralism, Egoism, and Altruism
PHIL 338 Honors Tutorial
PHIL 339 Honors Tutorial
PHIL 502 Research
PHIL 503 Directed Study

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

PHYSICAL SCIENCE (PHSC)

PHSC 501 Problem Solving in Physical Science (3 credits)

This is the introductory course for the MAT in Physical Science Program. This course uses a content-rich problem-based approach. The course will introduce the process and culture of teaching physical science. This course will weave the Curriculum Frameworks and MCAS expectations with instructional strategies. Students will be introduced to resources for teaching physical science.

PHSC 590 Integrated Physical Science (3 credits)

Prerequisite: PHSC 501 and 12 credits in electives from MAT in Physical Science

This is the capstone course for the MAT in Physical Science Program. The course will continue and refine the process and culture of teaching physical science. This course uses a content-rich problem-based integrated science approach. The course will allow students to bring together their content mastery in science with the pedagogy developed in their education courses and develop ways to put them into practice.

PHYSICS (PHYS)

PHYS 100 Physics in the Natural World (4 credits)

This course considers the key scientific concepts underlying physics and how they relate to the environment. Among the topics to be considered are mechanics, heat, electricity, magnetism, optics and sound, modern physics and an historical overview of the physical sciences. This course is suitable for majors other than those in the Physical and Biological Sciences seeking basic knowledge of physics. Three hours of lecture and one two-hour laboratory period weekly. *Spring semester* (CNSL; CQUR)

PHYS 102 Modern Physics for the Humanist (3 credits)

The principal theme of this course is 20th century attempts to understand the basic laws of nature and their relationship to us. Among the topics to be considered are classical physics, the theory of relativity, atomic structure and quantum theory along with their implications for philosophy and technology. *Either semester* (CNSN; CQUR)

PHYS 107 Exploring the Universe (4 credits)

This course will explore the sun, stars, their life cycles, and the galaxies. Theories of the composition and origin of the solar system, the universe and life will be studied. Students observe celestial objects including the moon, sun, planets, star, nebulae, and galaxies using the college's observatory. Three hours of lecture, one two-hour laboratory and several viewing sessions. *Fall semester* (CNSL; CQUR)

PHYS 135 Freshman Honors Colloquium (1 credit)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered fall semester*

PHYS 136 Freshman Honors Colloquium (1 credit)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered spring semester*

PHYS 180 Energy and its Social Uses (3 credits)

The basic physical laws of energy are presented. Environmental consequences of solar, fossil, hydro and nuclear energy generation are analyzed. *Either semester* (CNSN; CQUR)

PHYS 181 Elements of Physics I (4 credits)

The language and methods of physics as illustrated in mechanics, heat and sound are studied. Applications of fundamental principles of physics to all branches of physical science are examined. Three hours of lecture and one two-hour laboratory period weekly. *Fall semester* (CNSL; CQUR)

PHYS 182 Elements of Physics II (4 credits)

Prerequisite: PHYS 181

Principles of electricity, magnetism, optics and modern physics are studied. Three hours of lecture and one two-hour laboratory period weekly. *Spring semester* (CNSL; CQUR)

PHYS 183 Aviation Physics (4 credits)

Prerequisite: PHYS 181 and AVSC 100

Principles of physics will be applied to topics in aviation science. This course will use the fundamental physics principles taught in Elements of Physics I (PHYS 181) and apply them to aviation science. The course will also apply topics introduced in a traditional second semester course such as heat, electronics and electricity to the field of aviation. Furthermore, the course will cover aerodynamics in depth. Three hours of lecture and one two-hour laboratory weekly. (CNSL; CQUR)

PHYS 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

PHYS 243 General Physics I (4 credits)

Prerequisite: MATH 151 or equivalent

This is a calculus-based beginning course in physics which emphasizes the study of kinematics, dynamics and heat. Three hours of lecture and one three-hour laboratory weekly. *Either semester* (CNSL; CQUR)

PHYS 244 General Physics II (4 credits)

Prerequisite: PHYS 243

This course is a calculus-based study of electricity, magnetism and light. Three hours of lecture and one three-hour laboratory period weekly. *Either semester* (CNSL; CQUR)

PHYS 286 Sophomore Honors Colloquium (1 credit)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquium in Physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered fall semester*

PHYS 287 Sophomore Honors Colloquium (1 credit)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Sophomore Honors Colloquium in Physics allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project, which provides the major part of the grade. The minimum enrollment is two and the maximum is twelve. Topics vary from semester to semester. *Offered spring semester*

PHYS 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PHYS 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the

†May be taken for graduate level credit.

connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PHYS 338 Honors Tutorial (3 credits)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Special topics in physics. Three hourly meetings weekly. *Offered fall semester*

PHYS 339 Honors Tutorial (3 credits)

Prerequisite: Open to Commonwealth and departmental honors students

Special topics in physics. Three hourly meetings weekly. *Offered spring semester*

PHYS 401 Modern Physics (4 credits†)

Prerequisite: PHYS 244

Theory of relativity; atomic structure; quantum theory; nuclear physics and elementary particles. Three hours of lecture and one three-hour laboratory period weekly. *Fall semester*

PHYS 402 Quantum Mechanics (3 credits†)

Prerequisite: PHYS 403

Wave nature of matter; the Schrodinger equation; application of the Schrodinger equation to the electron, the hydrogen atom, multi-electron atoms and radiation. *Offered alternate years, spring semester*

PHYS 403 Mathematical Physics (3 credits†)

Prerequisite: PHYS 244 and MATH 251

Vector analysis; matrices, linear differential equations; Sturm-Liouville theory; Fourier series; orthogonal functions; Laplace transform. *Spring semester*

PHYS 409 General Relativity and Cosmology (3 credits†)

Prerequisite: PHYS 401

Students learn Einstein's general theory of relativity, and the role differential geometry and general covariance play in physics. The class includes significant discussions of modern cosmology, experimental evidence for relativity, and the results of current and on-going astrophysical measurements. *Offered alternate years*

PHYS 414 Experimental Physics (3 credits†)

Prerequisite: PHYS 401

An introduction to advanced experimental techniques of physics. Students will perform historically ground-breaking experiments using modern equipment. There will be one lecture and two two-hour laboratory sessions per week. *Spring semester*

PHYS 422 Computer Simulation in Physical Science (3 credits)

Prerequisite: PHYS 243 and PHYS 244 or PHYS 181 and PHYS 182, or consent of instructor

The course introduces methods of computer simulation and its diverse applications. The course is project-oriented. Projects may include planetary motion, chaotic systems, fractal phenomena,

random systems, and thermal systems. Methods include the numerical solution of differential equations and Monte Carlo techniques. The course emphasizes structured programming and is recommended for science majors as an introduction to programming. Two hours of lecture, and one two-hour laboratory period weekly. No background in computer programming is required.

PHYS 433 Thermal Physics (3 credits†)

Prerequisite: PHYS 244

Thermodynamics; kinetic theory; and statistical mechanics. *Offered alternate years, fall semester*

PHYS 435 Optics (3 credits†)

Prerequisite: PHYS 244

Study of geometrical and physical optics. *Offered alternate years, Fall semester*

PHYS 438 Electricity and Magnetism (3 credits†)

Prerequisite: PHYS 244

The theory and applications of the fundamental equations of electromagnetism. *Offered alternate years, fall semester*

PHYS 439 Mechanics (3 credits†)

Prerequisite: PHYS 243

Vector treatment of forces, torques; dynamics of particles and rigid bodies; work and energy; momentum; small oscillation theory; Lagrangian and Hamiltonian formulation of dynamics. *Offered alternate years, fall semester*

PHYS 442 Digital Electronics I (4 credits†)

Prerequisite: College-level course in physics or consent of the instructor
Elements of digital electronics: Boolean algebra of switching circuits, binary logic circuits, digital computer logic circuits. Three hours of lecture and one three-hour laboratory period weekly. *Fall semester*

PHYS 458 Advanced Electricity and Magnetism (3 credits)

Prerequisite: PHYS 438

A continuation of PHYS 438, Maxwell's equations and their connection to special relativity is explored. The propagation of electromagnetic radiation predicted by Maxwell, the transfer of energy determined by Poynting's theorem, and the relativistic generalization of the Larmor formula for the radiation by accelerated charges will be studied. *Offered alternate spring semesters*

PHYS 459 Advanced Mechanics (3 credits)

Prerequisite: PHYS 439

A more in-depth study of mechanics than PHYS 439. This course prepares the student for graduate work. *Offered alternate spring semesters*

PHYS 460 Advanced Quantum Mechanics (3 credits)

Prerequisite: PHYS 402

A more in-depth study of quantum mechanics than PHYS 402. This course prepares students for graduate work. *Offered alternate fall semesters*

PHYS 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students; formal application required

One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Departmental Honors Committee. *Offered fall or spring semester*

†May be taken for graduate level credit.

PHYS 498 Internship in Physics (3-15 credits)

Prerequisite: Consent of the department; formal application required
Laboratory experience in industrial or government laboratories, or academic laboratories at other institutions. *Either semester*

PHYS 499 Directed Study in Physics (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

PHYS 502 Research (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog.

PHYS 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department; formal application required
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog.

PHYS/CHEM 525 Problem Solving in Chemistry and Physics (3 credits)

Prerequisite: High school/middle school teacher of mathematics or science
Skills needed in the solving of problems in chemistry and physics will be developed. Emphasis will be on the application of mathematics to problem solving. Topics will be chosen from the sciences to illustrate the application of algebra, geometry, linear algebra and calculus to physics and chemistry. Methods of treating data obtained in the laboratory will be developed.

PHYS 550 Physics for Teachers – A Modern Review (3 credits)

A modern review of topics in physics for the middle school teacher. Among the topics to be covered are Newton's Laws, generation and application of energy, electricity and magnetism, optics, sound, relativity, physics of the electron and nucleus. Emphasis will be placed on recent developments.

PHYS 560 Special Topics in Physics Teaching (variable credit)

Special topics of current relevance in physics education. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

PHYS 581 The Physics of the Environment (3 credits)

The generation and utilization of energy and their environmental impact. Energy sources included are solar, wind, hydroelectric, nuclear, geothermal, fusion.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

PHYS 583 Physics of the Atom (3 credits)

Prerequisite: Consent of the instructor

A study of the atomic view of matter and radiation. Topics included are the kinetic theory of gases, theory of the electron, Bohr's theory of the atom, many electron atoms, theory of molecules and spectra, and the theory of relativity.

PHYS 584 Physics of the Nucleus and Elementary Particles (3 credits)

A study of the nucleus and relationship of elementary particles. The topics included are nuclear structure, radioactivity, nuclear reactions, nuclear accelerators, conservation laws, symmetry and invariance principles, unified view of the elementary particles and cosmic rays.

PHYS 585 Physics of the Solid State (3 credits)

A unified treatment of the basic models used to describe solid state phenomena. Topics included are crystal structure; electrical, magnetic, and thermal properties of matter; transport properties of metals and semi-conductors; band theory; super conductivity.

PHYS 587 Radiation Physics I (3 credits)

Wave propagation and the electromagnetic spectrum, interference, polarization, coherence theory, electromagnetic theory.

PHYS 588 Radiation Physics II (3 credits)

Blackbody radiation, photo-electric effect, the Bohr Model of the Atom and Atomic Spectra, the Schrodinger equation and applications to radiation problems.

PHYS 589 Physics of the Solar System (3 credits)

Physical properties and motion of the members of the solar system and interplanetary medium.

PHYS 591 Special Topics in Modern Physics (3 credits)

Prerequisite: PHYS 401

Topics to be selected from the areas of the Theory of Relativity, Quantum Mechanics, Solid State and Nuclear Physics.

PHYS 592 Research Problems in Physics (credit to be arranged)

Prerequisite: Consent of the department

Special projects for advanced students desiring individual instruction in the methods of research in physics. This course may be repeated.

PHYS 593 Special Topics in Secondary School Science (3 credits)

An introduction to the environmental and energy-related physical science topics presented in the secondary school science curricula. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work, workshops and model classes will be included in this course.

PHYS 594 Special Topics in Junior High Science I (3 credits)

An introduction to junior high science programs. Special emphasis will be placed upon the science content found in these curricula materials. Lectures, seminars, laboratory work and model classes will be included in this course.

PHYS 597 Special Topics in Elementary Science (3 credits)

An introduction to elementary school science materials. Special emphasis will be placed upon the study of the science content included in these materials. Lectures, laboratory work, seminars, workshops, and model classes will be included in this course. This course may be repeated for different topics.

Other Approved Courses:

PHYS 104 Physical Science for the Elementary School I-Physical Aspects

PHYS 110 Physics for Nurses

PHYS 191 Engineering Physics I

PHYS 192 Engineering Physics II

PHYS 193 Engineering Physics III

PHYS 200 Survey of Physics

PHYS/CHEM 260 Microprocessors - Microcomputer Technology

PHYS 270 Transportation for the Future-Physical Implications

PHYS 291 Engineering Mechanics I

PHYS 292 Engineering Mechanics II

PHYS 301 Physics of Sports

PHYS 372 Biophysics, Microscopic Aspects

PHYS 375 Wave Theory

PHYS 391 Solid State Physics

PHYS 404 Methods of Mathematical Physics

PHYS 405 Nuclear Physics

PHYS 406 Solid State Electronics

PHYS 408 Astrophysics

PHYS 410 Electrodynamics

PHYS 411 Procedures in Experimental Physics I

PHYS 412 Procedures in Experimental Physics II

PHYS 430 Computer Technology

PHYS 432 Electronic Circuits

PHYS 436 Optical Electronics

PHYS 444 Digital Electronics II

PHYS 595 Special Topics in Junior High Science II

POLITICAL SCIENCE (POLI)

POLI 100 Politics in Contemporary Society (3 credits)

This course introduces the world of politics with emphasis on basic concepts of political organizations, structures and theory balanced with current political affairs. *Either semester*

POLI 135-136 Freshman Honors Colloquium (1 credit each semester)

Prerequisite: Open to Commonwealth Honors students and to others at the discretion of the instructor

Freshman Honors Colloquia in Political Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. The minimum enrollment is two and the maximum enrollment is twelve. Topics vary from semester to semester. *POLI 135 fall semester, POLI 136 spring semester*

POLI 172 Introduction to American Government (3 credits)

The purpose of the course is to introduce students to the range of research on American political institutions and processes. We

will examine the constitutional underpinnings of American government, the role of political parties, interest groups and the media in the system. We will also explore the changing character of political institutions: the presidency, Congress, and the courts. (CSOC; CUSC)

POLI 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

POLI 201 Citizenship and Community Leadership (3 credits)

This course explores three fundamental questions: (1) What do we mean by "citizenship" and why do we care about "good" citizenship?; (2) What is the nature of leadership and how do we develop strong, effective leaders?; and (3) How might we effectively engage citizens and public leaders together in democratic governance to produce solutions to social, economic, and political problems? A service learning course requirement will guide the student toward discovery of the role of citizenship in strengthening and improving communities. Students will also be expected to attend campus events that are related to civic education, community leadership, and political affairs.

POLI 260 International Relations (3 credits)

This course introduces modern world politics, with emphasis on change and continuity in the structure and processes governing relations within the international community. Emphasis will be placed on the nation-state, dilemmas facing the global community. *Either semester (CSOC)*

POLI 273 United States and Massachusetts Constitutions (1 credit)

Structure of government and rights and responsibilities according to federal and commonwealth constitutions. *Either semester*

POLI 274 Western Political Thought - Plato to the Present (3 credits)

This course covers the principal ideas and philosophies of politics articulated by philosophers and political thinkers since ancient times. The student will be introduced to many of the age-old and puzzling questions of how people can best govern themselves using legal, institutional and behavioral approaches. *Fall semester (CSOC; CWRT)*

POLI 275 Comparative Government (3 credits)

Political behavior and government systems in Great Britain, France, Russia, etc. *Fall semester (CSOC; CGCL; CMCL)*

POLI 277 American Government: State and Local (3 credits)

Prerequisite: POLI 172

This course focuses on state government and politics with emphasis on Massachusetts affairs. *Either semester (CSOC; CUSC)*

POLI 279 Introduction to Public Administration (3 credits)

The relationship of the administrative branch of government to other branches in the making and implementation of public policy; theories of government organization for efficient administration; problems of budgeting, personnel, merit systems, type of agency organization, popular control over the bureaucracy. *Either semester (CSOC; CUSC)*

POLI 285 Introduction to Law (3 credits)

A non-technical discussion of legal topics, including the relationship of law to social and humanitarian problems. (Open to majors and non-majors.)

POLI 286-287 Sophomore Honors Colloquium (1 credit each semester)

Prerequisite: Consent of the instructor

Freshman Honors Colloquia in Political Science allow exceptionally able students to explore a challenging topic in small classes under close faculty supervision. Colloquia meet once a week for fifty minutes and culminate in a paper or scientific project which provides the major part of the grade. Open to Commonwealth Honors students and to others at the discretion of the instructor. The minimum enrollment is two and the maximum enrollment is twelve. Topics vary from semester to semester. *POLI 286 fall semester, POLI 287 spring semester*

POLI 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

POLI 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the

opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

POLI 300 Model United Nations Practicum (1 credit)

Prerequisite: Consent of the instructor

This course, which is open to all undergraduates, is designed to prepare students for participation in the various Model United Nations programs offered in the United States. Students enrolled in the course will be required to become familiar with the issue positions of the country they represent and develop the skills necessary to become active members of their delegation. This course may be repeated for different topics.

POLI 301 Model Senate Practicum (1 credit)

Prerequisite: POLI 172

This course which is open to undergraduates is designed to expose students to process of the United States Senate. Students enrolled in the course will take on the role of a United States Senator, and will be required to become familiar with the issue positions of his or her senator or has taken while in the Senate.

POLI 302 Moot Court and Mock Trial Practicum (1 credit)

Prerequisite: POLI 172 and consent of instructor

This course involves students adopting the roles of both lawyers and witnesses in "mock" civil and criminal cases, and/or participating as lawyers arguing cases before appellate courts in "moot" court competitions. Students will be expected to participate at local, regional, and national competitions, and in doing so will acquire first-hand knowledge of what it is like to be both an attorney arguing a case before a judge, and a witness on the stand providing testimony. In addition, students will gain valuable experience in preparing opening statements and closing arguments, writing briefs, cross-examining witnesses, and providing authentic, credible testimony. One credit per semester; may be taken up to four times.

POLI 330 Asian Politics (3 credits)

Prerequisite: POLI 275

This course will introduce students to the politics and culture of China, Japan, and Korea. The course will look at both domestic and foreign policy of those nations that make up the Pacific Rim as well as the implications for U.S. policy.

POLI 338/339 Honors Tutorial in Political Science (3 credits)

Prerequisite: Consent of the political science department

Special topics in Political Science. Open to Commonwealth and Departmental Honors students.

POLI/ECON 340 Law and Economics (3 credits)

Prerequisite: POLI 172 or POLI 285 and ECON 101

This course examines the economic basis for legal decisions. Microeconomic theory is combined with an analysis of the law, with particular emphasis on case studies. Topics covered include

the problems of defining property rights and the economics of tort, contract and criminal law.

POLI 341 Constitutional Law and Politics: The Powers of Government (3 credits)

This course offers a close analysis of the structure and power of those institutions comprising the U.S. national government. Legal decisions pertaining to judicial, congressional, and executive power, as well as the doctrines of separation-of-powers and federalism, will be carefully examined. The course concludes with an examination of the Constitution's protection of economic liberty and property rights.

POLI 342 Constitutional Law and Politics: The First Amendment (3 credits)

This course examines major court decisions involving disputes pertaining to the First Amendment of the U.S. Constitution. In particular, cases regarding freedom of speech, the press, religion, and the right to associate will be extensively studied. The course also considers the broad limits placed on the government by the First Amendment's Establishment Clause.

POLI 343 Constitutional Law and Politics: Liberty and Equality (3 credits)

This course addresses the scope of the individual's rights to liberty and equality under the 5th, 9th, and 14th Amendments of the U.S. Constitution. It examines the evolution of legal doctrine regarding the unequal treatment of individuals by public and private actors, including discrimination based on race, ethnicity, religion, sex, sexual orientation, class, age, and (dis)abilities. The course also analyzes the scope of liberty and privacy in the United States, with particular attention devoted to procedural and substantive due process, sexual freedom, procreation and child-rearing, the right to die, and personal information and workplace privacy.

POLI 344 Constitutional Law and Politics: Rights of the Accused (3 credits)

This course addresses how the U.S. Constitution—particularly the 4th, 5th, 6th, 8th and 14th Amendments—along with state and federal statutes, protect individuals being processed by the criminal justice system. Issues and case law pertaining to searches and seizures, compelled-self-incrimination, grand jury indictment, trial by jury, speedy and public trials, double jeopardy, the right to counsel, cruel and unusual punishment, and due process will be rigorously examined.

POLI 350 Research Methods in Political Science (3 credits)

Prerequisite: One Core Curriculum Requirement in Foundations of Mathematical Reasoning

This course provides students with a foundation for reading and assessing the quality of published research in the social sciences, with particular emphasis on the research techniques common in political science and public administration. It introduces the concepts of theory development, hypothesis testing and statistical significance, and provides students with the rudimentary skills, from literature review searches through data analysis, necessary to conduct their own research. Writing is emphasized. (CSOC; CQUR)

POLI 361 International Political Economy (3 credits)

Prerequisite: POLI 260

This course examines the reciprocal interaction between states and markets, with a particular emphasis upon the ways in which national and international politics structure international economic relations. The course reviews in depth the development and evolution of the postwar economic regimes in money and trade. The course will also examine the role and effects of multinational corporations, the issue of development and alternative development models, the debt crisis, and international struggle for the control of oil. Finally, some important issues and debates within the field of international political economy will be considered.

POLI 365 International Politics of the Environment (3 credits)

Prerequisite: POLI 260

This course focuses on some of the major issues of global environmental politics – those environmental problems which transcend state boundaries and whose resolution requires state cooperation and the efforts of states to negotiate environmental agreements. Cases will include, among others, the control of ozone depletion, the limitation of global warming, and the preservation of forests and bio-diversity.

POLI 368 American Political Thought (3 credits)

Prerequisite: POLI 172 or consent of the instructor

This course examines the principal issues and ideas of the American colonial, revolutionary, and founding periods and their influence on, and relevance to, contemporary American politics.

POLI 370 Canadian Foreign Policy: Actors and Issues (3 credits)

Prerequisite: POLI 260 or consent of the instructor

The objective of the course is to develop a comprehensive understanding of Canadian foreign policy. As such, the course will focus on 1) Canada's foreign relations with several important actors (the United States, Europe, the Commonwealth, Latin America, Africa, countries of the North Pacific, and the United Nations) in the international political system; and 2) the conduct of Canadian foreign policy in select issue areas, including the international political economy, the environment, arms control and disarmament, peacekeeping, developmental assistance, and refugees.

POLI 372 Legislative Process and Procedure (3 credits)

Prerequisite: POLI 172

An examination of the United States Congress. Emphasis on internal structure and operations, congressional rules and procedures, party leadership, committee system and seniority, external influences on Congress, incentives for congressional behavior, and constitutional limitations.

POLI 374 Modern Political Theory (3 credits)

Prerequisite: POLI 172

The ideas of major political thinkers in the era of the modern nation-state. *Spring semester*

POLI 375 American Political Parties and Interest Groups (3 credits)

Prerequisite: POLI 172

An examination of American political party organizations,

political leadership, finance, campaign techniques, the historical development of the American party system, party identification, legal controls over parties, the functions and methods of pressure groups and their interaction with policy makers, the role of surrogate organizations such as the media and political consultants, the significance of political parties and pressure groups for democratic ideology, and the problems of political leadership in a democracy.

POLI 376 Urban Politics (3 credits)

Prerequisite: POLI 172 and POLI 277

Emphasizes both the formal and informal political institutions and processes in American cities and suburbs, including governmental structures, political parties, interest groups, and service delivery systems. Special attention is given to the multiethnic and multicultural context within which urban politics in the United States takes place.

POLI 377 Canadian-American Political Relations (3 credits)

Prerequisite: POLI 260 or consent of the instructor

The course will specifically examine the Canadian-American political relationship through the review of prominent bilateral security, economic, environmental and jurisdictional issues. Principal emphasis will be placed on analyzing bargaining between Ottawa and Washington over a wide range of select case studies.

POLI 379 Voters, Elections and Campaigns (3 credits)

Prerequisite: POLI 172

An examination of how citizens make electoral decisions, including the decision to participate in elections. The course compares models of voter behavior and probes the influence of such factors as party identification, opinions on issues, ideological orientations, and candidate evaluations; the social and economic context of voting is also examined, as is the importance of elections for policy-making and the functioning of the political system. In addition, the politics of candidate nominations is explored — mass media coverage and opinion polling; the citizen's involvement in campaign politics; voter attitudes toward parties, candidates, and issues; and the interpretation of electoral outcomes.

POLI 380 Public Opinion and Mass Political Behavior (3 credits)

Prerequisite: POLI 172

An examination of the nature of contemporary public opinion in the United States, the way in which political attitudes and beliefs find expression in electoral behavior and the conditions under which public sentiment is translated into public policy and government action. The goal is to understand political conflict and debate in the U.S. and the ways in which the public influences that debate. Major topics in public opinion include political tolerance and trust, attitudes toward women and minorities, the role of mass media and the impact of political values and ideology on political campaigns and elections.

POLI 381 United States-Latin American Relations (3 credits)

Prerequisite: POLI 172 and POLI 260

The evolution and current status of the political, economic and strategic relationship between the United States and the Latin American nations. *Offered alternate years*

POLI 382 Latin American Government and Politics (3 credits)

Prerequisite: POLI 172 and POLI 275

A survey of the current governing structures and the general political conditions in the major Latin American nations.

Offered alternate years

POLI 384 United States Foreign Policy (3 credits)

The study of the national interests and policy instruments that have formed and guided the foreign relations of the United States in the post 1945 period. *Offered alternate years, spring semester*

POLI 385 Government and Politics in the Middle East (3 credits)

Prerequisite: POLI 172 and POLI 275 or consent of the instructor
An introduction to the structures and processes of Middle Eastern government and politics, focusing on the evolution of contemporary Middle East since the end of World War I and on economic growth, social change, and political development in the region and in specific countries. *Offered alternate years, spring semester*

POLI 386 Canadian Politics (3 credits)

Prerequisite: POLI 172 and POLI 275 or consent of the instructor
An intensive study of the Canadian political system, with particular emphasis on Canada's constitutional turmoil, political institutions and electoral behavior. *Offered alternate years*

POLI 387 Government and Politics of Africa (3 credits)

Prerequisite: POLI 172 and POLI 275, or consent of the instructor
An introduction to the organization and processes of African politics centering on the political evolution of contemporary Africa in general but with specific attention to selected nations as appropriate. *Offered alternate years, spring semester*

POLI 388 The Government and Politics of Eastern Europe (3 credits)

Prerequisite: POLI 275

This course will introduce students to the governmental structures and political processes of Eastern European countries, including Russia. Included in the course will be a study of national goals, policies and relations with other countries and the ideological framework that makes up these societies.

POLI 389 Racial Politics in the United States (3 credits)

Prerequisite: POLI 172

This course explores racial politics in the United States. It examines classic and contemporary scholarship on the following topics: social movements; collective action; voting and turnout; key provisions of the Voting Rights Act; social science perspectives on the Voting Rights Act; the concept of voting rights and democratic theory; the relationships between race; representation and political institutions; party politics and racial reorientation; the magnitude and structure of intolerance and its implications for democracy; and the causes and consequences of political socialization.

POLI 390 Public Finance (3 credits)

Prerequisite: POLI 279 or consent of the instructor

The role of government in a market economy; the role of

taxation in a market economy; principles of taxation; problems of budgeting, government expenditure and debt; and economic growth. *Spring semester*

POLI 391 The American Presidency (3 credits)

Prerequisite: POLI 172

The purpose of the course is to explore the institution of the American presidency. It examines the constitutional prerogatives and organizational structure of the presidency, how presidential power developed historically, presidential selection and the nomination process, and decision-making. In addition, the course explores the relationship between the presidency and other institutions, both political and nonpolitical: the Congress, the bureaucracy, the courts and the media.

POLI 392 Democratic Theory and Democratization (3 credits)

Prerequisite: POLI 275 or consent of the instructor

The course considers the contemporary challenges to democracy in terms of the great issues posed by both democratic theorist and philosophers. These views will be analyzed in terms of the authoritarian, military, religious, ethnic, and economic problems faced by countries undergoing democratization.

POLI 399 Collective Bargaining in the Public Sector (3 credits)

Prerequisite: POLI 279 or consent of the instructor

An in-depth analysis of the issues behind collective bargaining, the ramifications of contract negotiations and the techniques and tactics which are used by both labor and management. Emphasis on analysis of contracts, legislation and use of negotiation teams. *Offered alternate years*

POLI 400 Special Topics in Political Science (3 credits)

Prerequisite: Nine (9) credits in political science or consent of the instructor

A topic of special interest to faculty and/or students will be explored. May be taken for credit more than once.

POLI 455 Totalitarian Political Systems: Dictators and the Reign of Terror (3 credits)

Prerequisite: POLI 275 or consent of the instructor

This is a course in totalitarianism as a form of political organization. The goal is to review, explain and understand the following 1) the political, social, ideological and economic forces that give rise to this extremist form of polity; 2) the various mechanisms through which totalitarian rule manifests itself and is exercised; and 3) the role and influence of key political decision makers in totalitarian states.

POLI 473 International Organization (3 credits)

Prerequisite: POLI 260

The purpose of this course is to develop a thorough understanding of the central concepts and theoretical issues involved in the study of international organizations. It will focus on both governmental and non-governmental international organizations, including the areas of trade, finance, security, economic development and human rights. *Fall semester*

POLI 475 Senior Seminar in Political Science (3 credits)

Prerequisite: Admission is subject to the consent of the department chairperson and the instructor. Students must register prior to the end of the pre-registration period

The undertaking of independent study and a research project presented in oral and written form. *Either semester (CWRM)*

POLI 476 Women and Politics (3 credits)

Prerequisite: POLI 172 or consent of the instructor

Analysis of the role of women in current American politics. The focus is on changing trends in women's electoral participation, political interest and office seeking over the last several decades, and recent gender differences in political involvement, candidate support, support for women's issues and support for other public policies.

POLI 479 Public Policy (3 credits)

Prerequisite: POLI 172 and POLI 277

A systematic study of theory and practice in the making and the execution of public policy including the factors of public demand on the political system; decision making in the public sector; tools and techniques for implementation and evaluation; and the import for future planning.

POLI 485 Honors Thesis in Political Science (3 credits)

Prerequisite: Consent of the department

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with Honors will be determined by the Departmental Honors Committee. *Either semester*

POLI 488 Politics and Development in the Third World (3 credits)

Prerequisite: POLI 260 and POLI 275 or consent of the instructor

A survey of the political dynamics of development in the Third World with special emphasis on the dominant theories of development, current critical issues in the Third World, internal and external forces affecting Third World countries, and the policy directions taken by developing nations. *Offered alternate years*

POLI 490 Political Science Studies in Oxford (3 credits)

Study of selected topics in political science including comparative politics. European government and law and legal systems. *Open to juniors and seniors only.*

POLI 495 Administrative Law and Regulation (3 credits)

Prerequisite: POLI 279 or consent of the instructor

The legal and regulatory systems of federal, state and local governments will be analyzed as to their relationship to policy implementation and administration. Emphasis will be placed on charters, ordinances, legislative power, and administrative control in areas such as finance, personnel, labor, land use, licensing and education. *Offered alternate years (Formerly POLI 395)*

POLI 498 Internship in Political Science (3-15 credits)

Prerequisite: Consent of the department chairperson; formal application required

A non-classroom experience intended to complement the academic preparation of a limited number of juniors and seniors majoring in political science. Placements are in areas such as federal, state, city and town governments and private interest groups. *Either semester*

POLI 499 Directed Study in Political Science (1-3 credits)

Prerequisite: Consent of the department chairperson; formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

POLI 501 Introduction to Public Institutions and Administration (3 credits)

This course is designed to provide students with an understanding of the institutional, political, and normative context of public administration. The course will introduce students to the central issues, values, and dilemmas facing the contemporary public service professional. By the end of the course, the successful student should have a better appreciation and understanding of the political nature and dynamics of public service in a democratic society. It is to be taken among the first four courses in the program. Introductory/background information in American government or public administration is beneficial to students enrolling in this course. *Either semester*

POLI 502 Research (credit to be arranged)

Prerequisite: Consent of the department chairperson; formal application required

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

POLI 503 Directed Study (credit to be arranged)

Prerequisite: Consent of the department chairperson; formal application required

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

POLI 505 Public Management (3 credits)

Prerequisite: POLI 501

This course gives students broad exposure to the job of the public manager including an introduction to the specific management areas. The course emphasizes both traditional and cutting edge principles of management. The topics include planning for public agencies, organizational structure and development, staffing, training, and motivating employees, leadership development, financing and budgeting for public programs, designing and implementing programs, management decision-making, evaluating and monitoring programs and ethical considerations for public managers. *Spring semester*

POLI 506 Public Administration Module (1 credit)

Prerequisite: Matriculation in the MPA program or consent of MPA program adviser

As part of the 15 credit hours of elective courses, each MPA student must take three credit hours of PA Training Modules. These modules earn one credit each, will be offered on a rotational basis, and are scheduled for either two Saturday sessions during the semester or for weekend "intensive" classes meeting for 15 hours. Students are expected to put in appropriate out-of-class time and must successfully pass any three of six modules covering ethics in public service, managerial communication, conflict resolution, diversity in public administration, constitutional rights and privacy in public administration, and current issues for public managers. Graded on a (P) Pass/(N) No Pass basis.

POLI 510 Introduction to Research in Public Administration (3 credits)

This course is an examination of basic research methods and their use in public administration both from the standpoint of public policy and public management. Topics covered include the scientific method, experimental and quasi-experimental research designs, sampling, and methods of data collection such as interviewing and questionnaire construction. The course provides students with practical experience using computer software for data analysis. *Fall semester*

POLI 511 Program Evaluation and Policy Analysis (3 credits)

Prerequisite: POLI 510

The primary objective of this course is to familiarize students with program evaluation theory and practice. It is designed to give students an understanding of the role of evaluation in the policy-making process, an ability to analyze evaluation designs and methods critically, and an ability to collect and analyze data to test the effects of governmental or organizational interventions. Emphasis is placed on both qualitative and quantitative analysis. *Spring semester*

POLI 521 Public Finance (3 credits)

This course covers the principal aspects of public financial management including accounting, budgeting, capital budgeting, revenue forecasting, risk management, pension management and auditing. *Fall semester*

POLI 531 Public Personnel (3 credits)

This course focuses on selected topics in the study and practice of public personnel administration. It is designed as an in-depth analysis of the literature, problems and directions of public personnel issues. Students will develop an appreciation for the dynamic political environment as it influences human resources managers and the statutory and constitutional restrictions that distinguish public personnel management from its counterpart in the private sector. *Spring semester*

POLI 532 Organizational Theory and Behavior for Public and Nonprofit Institutions (3 credits)

Prerequisite: POLI 501

This course focuses on the types and levels of management which must be integrated in the pursuit of public sector excellence. These levels involve the behavior of individuals; pairs of individuals; supervisor/subordinate relationships; client/adminis-

trator relationships; and small groups acting under political, legal and ethical constraints. Institutional and psychological factors will be analyzed. *Fall semester*

POLI 533 Administrative Ethics (3 credits)

This course will explore the values that shape the thinking of public administrators, and the practice of dealing with moral and ethical issues in the field. The main objectives are 1) to gain familiarity with key issues in public, professional, and administrative ethics, 2) to apply ethical principles to public management and to policy analysis, and 3) to understand the nexus between formal legal and informal normative ethical imperatives.

POLI 541 Legislative-Executive Relations (3 credits)

This course gives students broad exposure to the relationship between legislative and executive branches of government. The course emphasizes the role of the legislature and executive branch agencies in lawmaking and budgetary processes, legislative oversight of bureaucracy, the importance of constituency service and how it impacts government agencies, legislative and bureaucratic behavioral motives and goals, the politics of bureaucratic appointments and how chief executives increase their influence over the administrative state, the influence of lobbies on government, as well as how agencies effectively mobilize constituency groups and advocate their programs.

POLI 542 Administrative Law and Regulation (3 credits)

This course examines that body of constitutional and statutory law that regulates how state and federal administrative agencies implement policies enacted by the legislative and executive branches of government. The course examines issues concerning the delegation of legislative power to administrative agencies, agency rulemaking and adjudication, the Administrative Procedure Act, legislative, executive, and judicial review of administrative agency actions, and issues regarding the citizen's freedom of access to information and records of administrative agencies. A close examination is given to questions and concerns regarding the democratic legitimacy of administrative agencies, theories of regulation and regulatory policy, and how administrative agencies fit into the constitutional system of government in the United States.

POLI 551 Managing Economic and Community Development (3 credits)

This course introduces students to the many dimensions of economic development at the local and state level, focusing on aspects of how local governments are engaging themselves in this competitive arena. The course explores the following fundamental questions: Who is involved in local economic development? What policies and programs are being pursued and how are they being implemented? What is the impact of local economic development programs? How does local politics influence economic development actions? In addition, the course covers how the external environments (federal policy and national/regional economic cycles, for example) shape the scope and method of economic development at the local level.

POLI 552 Municipal Organization and Management (3 credits)

This course emphasizes the study and understanding of municipal organization and management in Massachusetts and across the United States. It examines the issues, problems, and opportunities

that confront municipal leaders as they strive to deliver quality public services in an efficient and effective manner. The topics in the course will cover the legal and structural aspects of local governments, how managers plan and direct the organization, revenue and expenditure decisions, and how services are delivered. The course will also focus on how the external environment (such as citizens, school boards, and state government) influences the job of the municipal manager. By the end of the course, the successful student should be better prepared to identify and respond to these issues, problems, and opportunities in their municipality.

POLI 571 Introduction to Nonprofit Theory and Management (3 credits)

This course addresses the historical and philosophical roots of what is alternatively called the third, voluntary or nonprofit sector. It also addresses the structure of the sector and current and future trends which influence it. Its purpose is to provide an overview of the issues and trends within the sector, in order to lay a strong foundation of knowledge for those who are pursuing career in nonprofit organizations and/or work in fields which intersect with nonprofit organizations.

POLI 591 Capstone Seminar in Public Management (3 credits)

Prerequisite: Completion of thirty hours of course work

This course will integrate the various fields of knowledge that the student has acquired over the period of MPA study. Full-time MPA faculty will be responsible for teaching it and the design will not be prescribed; some may choose to teach it as an applied case-study seminar, while others may develop the course thematically, as an in-depth study of a particular area of public administration literature. *Spring semester*

POLI 592 Special Topics in Public Administration (3 credits)

Prerequisite: Course prerequisite may be specified depending upon the nature of the topic

Special topics of current relevance in public administration will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

POLI 598 Internship: Public Administration (3 credits)

Prerequisite: Matriculation in MPA program

One of the key elements for pre-career students in the Bridgewater State College MPA program is the internship experience. An internship provides an opportunity to apply and test what has been learned in the classroom and allows the student to develop professional skills. The general internship framework is designed to conform to the NASPAA internship guidelines. This course is repeatable for credit.

PSYCHOLOGY (PSYC)

PSYC 100 Introductory Psychology (3 credits)

This is a survey of the different processes such as perception, sensation, learning, emotion, with a discussion of the underlying physiological processes as well as an introduction to the more complex areas such as personality development, psychopathology, social influences, and testing. Methods of investigation and research will be integrated with the above topics. *Either semester (CSOC)*

PSYC 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

PSYC 200 Non-Western Theories of Personality (3 credits)

Prerequisite: PSYC 100

This course examines the conceptual models of personality as they have appeared in non-Western traditions. Differences in focus, emphasis and views of the nature of the self are investigated as they relate to cultural world views such as Hinduism, Buddhism, Taoism and Confucianism. (CSOC; CGCL; CMCL)

PSYC 201 Statistics for Psychology (3 credits)

Prerequisite: PSYC 100 and MATH 105 or equivalent or consent of instructor

Statistics in Psychology is primarily a course that will introduce students to the application of statistics to the research process in psychology. Statistics are used to describe and to critically evaluate information. The two branches of statistics, descriptive and inferential statistics, will be covered in this course. Specific procedures that may be covered include measures of central tendency and variability, visual description of data, z-scores, correlation and linear regression, basic probability, parametric tests such as z-tests, t-tests, analysis of variance (ANOVAs), and non-parametric tests as the chi-square test.

PSYC 210 Applied Social Psychology (3 credits)

Prerequisite: PSYC 100 or consent of instructor

Effective communication and better understanding of oneself — listening, persuasion, conflict resolution, goals, expectations and self-confidence. Contemporary problems such as dissent and minority problems. Guest speakers when possible. *Offered alternate semesters*

PSYC 224 Child Psychology (3 credits)

An investigation of the growth and development of the child from conception to pre-adolescence will include both the influence of heredity and other biological factors as well as the social influences of child-rearing practices, family value systems, and peer culture effects. Topics will include the development of verbal ability, conscience and moral judgment, personality and self concept. Current theories and research findings will be discussed in relation to the above topics. *Either semester*

PSYC 226 Adolescent Psychology (3 credits)

Prerequisite: PSYC 100 or consent of instructor

An investigation of the growth and development of the pre-adolescent and adolescent including both physical as well as psychological changes relating to intellectual, moral, emotional,

personality and social aspects. Current theories and research findings will be discussed in relation to the above topics. *Alternate semesters*

PSYC 227 Development Through the Life Cycle (3 credits)

This course offers a survey of the life cycle and an integrated approach to understanding the individual and developmental processes. The developmental tasks of infancy, childhood, adolescence, adulthood are viewed from a life-span perspective, with emphasis on continuity and change. *Offered alternate years, spring semester*

PSYC 230 Cross-Cultural Psychology (3 credits)

Prerequisite: PSYC 100 or consent of instructor

This course examines various psychological processes, such as self-perception, communication, decision-making, categorization of others, gender perception, aggression, conformity, and helping, from a cross-cultural perspective. Emphasis will be placed on cultural differences in psychological functioning. (CSOC; CGCL; CMCL)

PSYC 252 Psychology of Learning (3 credits)

Prerequisite: PSYC 100 or consent of instructor

The shaping of behavior, laboratory conditioning, reinforcement, approach and avoidance of a goal, discrimination and generalization of physical cues, animal learning experiments. Experimental approaches to the study of human behavior. *Either semester*

PSYC 280 Consumer Psychology (3 credits)

Prerequisite: PSYC 100 or consent of instructor

An investigation of the psychological techniques being used in advertising and merchandising. Emphasis will be on the psychological aspects of consumer purchasing practice with respect to motivation, attitudes, learning, and perception. *Either semester*

PSYC 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PSYC 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more

transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

PSYC 303 Survey of Psychological Testing (3 credits)

Prerequisite: PSYC 100 and either MATH 110 or PSYC 201; or consent of instructor

An introduction to the theory of psychological measurement and test development including item indices, speediness, reliability, and validity with a survey of various psychological instruments used in assessment, personnel selection, and psychological research. *Fall semester*

PSYC 305 Psychology of Personnel Selection (3 credits)

Prerequisite: PSYC 100 or consent of instructor

The psychology of interviewing, testing and data analysis as it is employed for the effective placement of personnel in business, industry, and other organizations. Includes the following: criterion selection, job analysis, outcome prediction and validation, and a psychological perspective of jobs and job function. *Fall semester*

PSYC 310 Social Psychology (3 credits)

Prerequisite: PSYC 100 or consent of instructor

The individual in social situations: attitude formation and change, culture and society, language and communication, leadership and group dynamics, personality characteristics and interpersonal relationships, small group behavior. *Either semester*

PSYC 313 Industrial and Organizational Psychology (3 credits)

Prerequisite: PSYC 100 or consent of instructor

The course will broadly cover the major themes represented by the study of industrial and organizational psychology. The first half of the semester will focus on areas such as job analysis, employee selection, training, performance appraisal, and motivation. The second half of the semester will focus on employee behavior within an organizational framework. *Both semesters*

PSYC 319 History of Psychology (3 credits)

Prerequisite: PSYC 100 and at least 9 hours of psychology or consent of the instructor

A study of the early recognition and historical trends in the study of psychology from the early Greeks through the Renaissance to the 19th and early 20th century schools of thought. Eminent psychologists and their contributions will be integrated with the historical perspective. *Fall semester*

†May be taken for graduate level credit.

PSYC 320 Research Methods in Psychology (3 credits)

Prerequisite: PSYC 100 and PSYC 201 or consent of instructor

This course will focus on research methods in psychology. Students will learn how to conduct, comprehend and critically evaluate research methods used in a diversity of psychological research including, for example, biopsychology, child psychology, social issues, sensation and perception, and learning and motivation. Students will evaluate how real studies test theories and hypotheses and determine how to resolve the conflicting findings of previous research. Proper psychological experimental design and writing format will be emphasized.

PSYC 321 Psychology of Human Differences (3 credits)

Prerequisite: PSYC 100 or consent of instructor

The relative contributions of genes and environment to individual and group differences will be examined. Topics will include the description of human variability; gene/environment interactions; the heritability of cognitive abilities, personality, and psychopathology; and sex and age differences.

PSYC 325 Developmental Psychopathology (3 credits)

Prerequisite: PSYC 100; PSYC 224 or PSYC 227; or consent of the instructor

The purpose of this course is to introduce the student to selected classes of psychopathology occurring in the childhood years. This course examines the scientific and clinical literature relevant to normal and pathological behavior in children and adolescents. The course will rely upon readings, discussion, and lectures to convey this body of information. Issues in developmental psychopathology and consideration of processes initiated in childhood that manifest as pathology in adulthood are also considered. Topics will include the major DSSM-IV diagnostic categories for childhood disorders, as well as research and treatment. The course orientation is empirical, with an emphasis on recent research findings with this population. Critical thinking skills will be emphasized during reviews of the research literature suggesting various etiological theories.

PSYC 327 Psychology of Exceptional Children (3 credits)

Prerequisite: PSYC 100 and either PSYC 224 or PSYC 226 or consent of the instructor

This course will deal with the identification and understanding of children with special needs. Special techniques appropriate to helping these children will be treated. Emphasis will be placed on the psychological problems of the learning disabled; mentally, emotionally and physically handicapped children as well as those of the academically gifted or creative child. *Spring semester*

PSYC 328 Psychology of Mental Retardation (3 credits)

Prerequisite: PSYC 100 and PSYC 224 or consent of the instructor
Origins (genetic, organic, sensory, maternal and cultural deprivation), manifestations, diagnostic aids, therapeutic and remedial techniques. *Fall semester*

PSYC 329 Psychology of Aging (3 credits)

Prerequisite: PSYC 100 or consent of instructor

A study of the sensory, cognitive and social changes resulting from old age, including changes in learning, personality and pathology. Problems of adjustment will be discussed and integrated

with research findings in gerontology. *Offered alternate years, spring semester*

PSYC 337 Cognitive Psychology (3 credits)

Prerequisite: PSYC 100 and at least 9 hours in psychology or consent of the instructor

The psychology of thinking, including historical and philosophical issues, process models, information theory, cybernetic, general systems and field theory approaches, visual and auditory cognition, psycholinguistics, memory and attention, problem solving and concept formation, with implications for mental retardation and learning disabilities. *Offered alternate years, fall semester*

PSYC 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Open to Commonwealth and Departmental Honors students with PSYC 100 and consent of instructor

Special topics in psychology. Three hourly meetings weekly. *PSYC 338 fall semester, PSYC 339 spring semester*

PSYC 340 Sensation and Perception (3 credits)

Prerequisite: PSYC 100 or consent of instructor

This course explores the relationship between the nature of the environment and perceptual experience, including the sensory processes. Perceptual processes examined include spatial, pattern, and color perception, as well as our perception of time, depth and the perception of action and events. The relationship between perception, memory, cognition and behavior is investigated, with implications for our understanding of cultural differences, how we perceive personality and emotion and psychotherapeutic change.

PSYC 342 Biopsychology (3 credits)

Prerequisite: BIOL 100 or BIOL 102 or equivalent and PSYC 100 or consent of instructor

This course is an introduction to biopsychology, the scientific study of the biology of behavior. A major component to this course involves a detailed analysis of the brain, including how neurons communicate with one another and the identification and functional significance of major brain structures. In this course, students will learn about a variety of systems including those involved in vision, attention, memory, language, and movement. Additional topics include brain damage and neuroplasticity, drug addiction, and the biopsychological examination of hunger and sleep. Emphasis will be on psychological correlates of neurophysiological processes.

PSYC 344 Drugs and Human Behavior (3 credits)

Prerequisite: PSYC 100 or consent of instructor

An exploration of psychoactive drugs and the way in which they are used in psychology today. Each drug will be studied in terms of the psychological, psychophysiological and behavioral theories of drug effects. *Offered alternate years, fall semester*

PSYC 345 Psychology of Consciousness (3 credits)

Prerequisite: PSYC 100 or consent of instructor

Consciousness studies are revolutionizing the ways in which we understand ourselves. The phenomena of consciousness will be examined from a variety of perspectives, incorporating the most recent research from the cognitive and neurosciences to explore the evolutionary and adaptive roles of consciousness. The relevance of this material to the study of personality, emotion, memory, learning, creativity and psychopathology will be addressed. The phenomena

associated with altered states, dream cognition, hypnosis, meditation, imagery and visionary states will also be examined. This course will be of interest to clinicians and educators, as well as to anyone interested in discovering more about the nature of the human mind and consciousness.

PSYC/COMM/INTD 349 Perspectives on the Holocaust (3 credits)

Prerequisite: PSYC 100 and COMM 130 or consent of instructor
This course introduces students to the study of the Holocaust. It examines the atmosphere and events that allowed the systematic extermination of 11 million non-combatants, including six million Jews. Multidisciplinary in approach, the course draws principally upon psychology and communication studies. Additionally, a variety of social science perspectives are utilized. Recommended for Juniors and Seniors. *Offered once each year*

PSYC 350 Special Topics in Psychology (3 credits)

Prerequisite: PSYC 100 and at least 6 hours in psychology or consent of the instructor

Various and special topics of current interest in psychology will be offered from time to time. Topics will be announced before pre-registration. May be taken more than once but only three credits will be counted towards the first 33 hours in the psychology major. *Either semester*

PSYC 355 Behavior Analysis (3 credits)

Prerequisite: PSYC 100 or consent of instructor
This course systematically presents the principles that are necessary to analyze everyday human behavior. These principles are then applied to the treatment and prevention of a wide variety of behavior problems in education, clinical settings and the workplace. An emphasis is placed on the research methods used to assess the effectiveness of each procedure used to change behavior.

PSYC 360 Psychology of Personality (3 credits)

Prerequisite: PSYC 100 or consent of instructor
Basic concepts in the field of personality, organized around such topics as motivation, personality structure and dynamics, personality development, assessment and therapy. Problems and styles of adjustments will be considered. *Either semester*

PSYC 365 Medical Psychology (3 credits)

Prerequisite: PSYC 100 and a minimum of 6 hours in psychology or consent of instructor

An examination of the psychological and behavioral dimensions of physical illness and health care. Based on contemporary research, including psychoneuroimmunology, imagery and biofeedback, a holistic perspective for working with mind-body interactions is developed. Applications of these issues and methods as they relate to our understanding and experience of health and illness are addressed. *Fall semester*

PSYC 369 Psychology of Criminal Behavior (3 credits)

Prerequisite: PSYC 100 or consent of instructor
This class covers basic psychological knowledge about the causes of crime and violent crime. Topics include biological causes of crime, family and childrearing causes, social causes, cognitive biases, and psychological and psychiatric issues and the role they play in criminal behavior. Case studies are examined, and basic research is reviewed. *Fall semester*

† May be taken for graduate level credit.

PSYC 370 Abnormal Psychology (3 credits)

Prerequisite: PSYC 100 or consent of the instructor
The primary purpose of this course is to define and classify the many different types of abnormal behavior. The genetic, biochemical and environmental causes for each category of behavior are presented. To a lesser degree, the most effective treatments and the degree to which the treatments are successful is evaluated.

PSYC 404 Attitude and Personality Measurement (3 credits†)

Prerequisite: PSYC 100, PSYC 310, PSYC 360, and MATH 110 or PSYC 201 or consent of the instructor
Principles of construction of attitude scales and personality assessment techniques, including both projective and inventory-type techniques. Issues and controversies in psychological measurement. *Offered alternate years, spring semester*

PSYC 460 Neuropsychology (3 credits)

Prerequisite: PSYC 100 and PSYC 342; or consent of instructor
This course is an introduction to neuropsychology focusing on the behavioral deficits that arise from brain pathology. This pathology includes diseases such as Alzheimer's and Parkinson's as well as other brain-related conditions such as stroke, tumors, and head injury. Through this course student will learn about the history of neuropsychology, details of brain anatomy, various neuropsychological assessments, and the examination of behavioral deficits and neuropsychological profiles associated with a variety of brain disorders and/or conditions.

PSYC 470 Clinical Psychology (3 credits†)

Prerequisite: PSYC 100 and PSYC 360 and PSYC 370 or consent of the instructor
Survey of diagnostic and treatment procedures and resources in clinical work with children and adults; professional skills and responsibilities of the clinical psychologist. *Fall semester*

PSYC 474 Forensic Psychology (3 credits†)

Prerequisite: PSYC 100 and PSYC 360, PSYC 370 or consent of the instructor
A study of basic underlying assumptions of personality theory such as intentionality, nature/nurture and the knowability of man as these issues pertain to motive and bias as they manifest themselves in a judicial system. *Offered once in three years*

PSYC 475 Psychology of Group Behavior (3 credits†)

Prerequisite: PSYC 100 or consent of the instructor
Group theory, theories of group psychotherapy, leadership and facilitation, group process. Laboratory experience in interpersonal relations designed to develop skills useful in human services applications. Open only to senior psychology majors with consent of the department. *Offered alternate years, spring semester*

PSYC 485 Honors Thesis I (6 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students with consent of instructor
Two two-hour weekly meetings with the thesis director will culminate in an honors thesis. The honors student will normally enroll in this course during the fall semester of the senior year and complete the course during the spring semester of the senior year, earning a total of six credits. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the Department Honors Committee.

PSYC 490 Senior Seminar (3 credits)

Prerequisite: PSYC 100 and 15 hours in psychology or consent of the instructor

Topical areas of psychology will be offered to allow seniors an opportunity to make individual presentations and critique each other through discussion. Topics will be announced in advance. May be taken twice, but only three credits will be credited toward the first 33 hours for psychology majors. *Spring semester*

PSYC 492 Seminar: Clinical Methods in Medical Psychology (3 credits†)

Prerequisite: PSYC 100 and PSYC 365 or consent of the instructor

A critical examination of practical issues and problems in psychological, behavioral, and holistic approaches to health and illness. A variety of methods for working with mind-body interventions will be demonstrated and discussed. *Spring semester*

PSYC 494 Clinical Practicum: Forensic Psychology (3-15 credits)

Prerequisite: PSYC 100 and PSYC 369 and PSYC 370; consent of department; formal application required

Open to seniors who have the opportunity to gain first-hand experience in applying psychology in a clinical setting. Graded on a (P) Pass/(N) No Pass basis.

PSYC 495 Practicum: Medical Psychology (3-15 credits†)

Prerequisite: PSYC 100 and consent of the instructor

Provides first-hand experience in the application of psychological, behavioral, and holistic principles to health and illness related issues and problems. Graded on a (S) Satisfactory/(U) Unsatisfactory basis. *Spring semester*

PSYC 496 Personnel Practicum (3-15 credits†)

Prerequisite: PSYC 100 and consent of the department

Direct application of psychological principles to actual personnel issues and problems in an organization such as business, industry, government, etc. Open only to seniors who wish to gain first-hand experience. Graded on a (S) Satisfactory/(U) Unsatisfactory basis. *Either semester*

PSYC 497 Research* (1-3 credits)

Prerequisite: PSYC 100 and consent of the department

This course includes an individual or group research project. The course is for students interested in conducting research under the supervision of faculty member or working on a faculty member's research project. May be taken for a maximum of 6 credits. *Either semester*

**No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.*

PSYC 498 Clinical Practicum* (3-15 credits)

Prerequisite: PSYC 100; consent of the department; formal application required

Open to seniors who wish to have the opportunity to gain first-hand experience in applying psychology in a clinical setting. Graded on a satisfactory/unsatisfactory basis. *Either semester*

†May be taken for graduate level credit.

**No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.*

PSYC 499 Directed Study in Psychology* (1-3 credits)

Prerequisite: PSYC 100; consent of the department; formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

**No more than six hours of any combination PSYC 497, PSYC 498, or PSYC 499 may be counted toward the first 33 hours in the psychology requirements for a major.*

PSYC 500 Developmental Human Psychology (3 credits)

Prerequisite: Matriculation in graduate program in psychology or counseling or consent of the instructor

This course provides a comprehensive foundation for the study of human psychology from a developmental perspective. The scope and current thinking in each of the five cognate areas will be examined, including cognition/perception, neuropsychology, psychopathology, learning and social psychology. Current research, theory, application and conceptual structure within each area will be reviewed. Considerable attention will be placed on the interface between theory and practice.

PSYC 503 Directed Study (credit to be arranged)

Designed for the "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

PSYC 504 Research (1- 4 credits)

Original research undertaken by the graduate student in a specific field. Students initially enroll in PSYC 504 for four credits, and subsequently enroll for one credit each term thesis work continues. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog.

PSYC 505-506 Research Methods and Design I-II (3 credits for each semester)

Prerequisite: Admission to MA in psychology program or consent of the department

This course includes two semesters of integrated statistical procedures and research design skills. Special emphasis will be placed on methodological issues that are likely to confront the graduate in applied settings. In addition to covering traditional statistical and design concepts, special applied research tools such as survey methodology, program evaluation "small-N" designs, nonparametric and multivariate models will be presented. The course will be very closely tied to the use of commonly available statistical packages such as SPSS, BMD, ALICE and STP. The course will reflect a strong experiential component including data collection, analysis and interpretation.

PSYC 508 Advanced Seminar (3 credits)

Prerequisite: Admission to MA in psychology program or consent of the department

Various and special topics of current relevance in psychology, to be dealt with in depth, will be offered from time to time. Topics

will be announced before pre-registration. May be taken more than once.

PSYC 509 Foundations of Clinical Practice (3 credits)

Prerequisite: Matriculation in graduate program in psychology, or counseling or consent of the instructor

This course will prepare the clinician for practicum/internship training by considering the following: 1) historical overview of the profession; 2) multidimensional identity and roles of the mental health professional; 3) practice issues and issues related to federal and state legislation dealing with, for example, duty to warn, confidentiality and mandated reporting; 4) the variety of clinical settings and mental health delivery systems, including principles, theories and techniques of evaluation and management; 5) ethical and legal standards of psychological professional organizations; 6) experimental learning and the use of supervision; 7) report writing and note keeping for clinicians; 8) self-evaluation.

PSYC 511 Theories of Psychotherapy (3 credits)

Prerequisite: Admission to MA in psychology program or consent of the department

The major counseling theories are explored in an academic and experiential format. Role playing and videotaping of the theories are common modalities. A sampling of the theories discussed are: Reality Therapy, Behavior Therapy, Rational Emotive Therapy, Gestalt Therapy, Transactional Analysis, Client Centered Therapy and the Psychoanalytic Model. (Formerly PSYC 570)

PSYC 512 Evaluation Techniques (3 credits)

Prerequisite: Admission to MA in psychology program or consent of the department

The course will begin with traditional components of psychological testing, including test construction, test development, test administration and test interpretation. Specific training will be placed on frequently administered clinical tests (e.g., MMPI, WAIS, and WISC). Beyond traditional test theory, students will be exposed to contemporary evaluation devices including behavioral assessment, interview data and naturalistic observation. (Formerly PSYC 573)

PSYC 513 Psychopharmacology for Non-medical Professionals (3 credits)

This course examines modern drug treatment for mental disorders, including schizophrenia, mania, depression and anxiety. The types of drugs – antipsychotics, antidepressants, anti-anxiety, and sedative-hypnotics – are discussed in conjunction with diagnostic factors, effectiveness, side effects, risk, and biological actions. Psychotherapeutic and ethical concerns are considered.

PSYC 516 Multicultural Counseling (3 credits)

Prerequisite: Admission to MA in psychology program or consent of the instructor

This skill-based course will further develop the students' working knowledge and basic competency in multicultural counseling theory and application. To this end, the course will focus on the counselor on both a professional and personal level. Additionally, the course will examine salient and population specific issues related to the life experiences of the culturally "different" client and how such experiences impact on the counseling relationship and process. Underlying values and assumptions associated with widely used traditional counseling interventions

and their appropriateness with non-mainstream populations will be explored. Traditional and nontraditional culturally consonant counseling approaches will also be discussed.

PSYC 517 Career Information and Placement (3 credits)

Prerequisite: Admission to MA in psychology program or consent of the instructor

This course will review concepts, issues, and trends in the field of career education. It is designed to consider the role of the counselor in the career decision making process, as well as current issues in the facilitation of career decisions for women, men, couples and "minority" persons. Topics will include, but may not be limited to, selected theories of career life planning and development; techniques designed to bring about greater awareness of needs, values, interests and abilities related to career decision-making; and a range of techniques counselors may choose to facilitate work with clients. Pre-practicum field component included.

PSYC 518 Theory and Process of Group Interaction (3 credits)

Prerequisite: Admission to MA in psychology program or consent of the instructor

An examination of the theories and processes of group dynamics and their relationship to counseling philosophy. Special emphasis will be placed on the synthesis of leadership, membership, and purpose, as well as the evaluation of the appropriateness of various group counseling applications.

PSYC 519 The Facilitation of Group Experience (3 credits)

Prerequisite: CNGC 538 or consent of the instructor

An introduction to the concepts and practices of facilitating various types of group experiences. A number of leadership methods will be presented, and each participant will experience a leadership role under controlled circumstances.

PSYC 520 Theories of Development (3 credits)

Prerequisite: PSYC 224, PSYC 360 or equivalent; consent of the instructor

This course will contrast and compare the major models of development: cognitive-structural, psychoanalytic, and behaviorist, with special emphasis on their a priori assumptions and research strategies. Works of Piaget, Werner, Freud, Erikson, Skinner, Spence and others will be examined.

PSYC 525 Cognitive Development (3 credits)

Prerequisite: PSYC 224 or equivalent; consent of the instructor

The development of the cognitive processes, including perception, language, intelligence and memory. Throughout the life cycle, the major focus will be on the growth of basic systems and strategies for representing information symbolically. The work of cognitive theories such as Berlyne, Bruner and Piaget will be considered.

PSYC 526 Childhood Psychopathology (3 credits)

Prerequisite: PSYC 224 and PSYC 327 or equivalents

The nature, etiology, consequences and prevention of the major emotional disorders of children, considered from a developmental viewpoint. Areas include emotional problems of normal children as well as serious psychopathology. Primary emphasis is on psychological factors responsible for deviance. Some attention to organic and constitutional factors.

PSYC 541 Psychotherapy: Theory and Practice I (3 credits)

Prerequisite: Matriculation in MA program in psychology or consent of the instructor

An examination of short term/focused psychotherapy usually practiced in a managed care environment. Attention is given to treatment planning, strategies of intervention for symptom reduction, and management and utilization of community resources.

PSYC 542 Psychotherapy: Theory and Practice II (3 credits)

Prerequisite: Matriculation in MA program in psychology or consent of the instructor

An examination of cognitive therapy for the treatment of psychological disorders. The theory base of Beck, Ellis, and others is utilized to focus on the role of cognition in the development and maintenance of such states as depression, anxiety, and personality disorders. Strategies for intervention and treatment are included.

PSYC 543 Marital and Family Therapy (3 credits)

Prerequisite: Matriculation in MA program in psychology or consent of the instructor

This course is an examination of the treatment strategies for marital and family systems. Attention will be given to:

- 1) history and development of marital and family therapy,
- 2) current schools of therapy,
- 3) strategies of intervention,
- 4) the role of the therapist in marital and family work,
- 5) professional standards for marital and family therapy.

PSYC 575 Psychopathology (3 credits)

Prerequisite: Matriculation in psychology MA program or consent of the instructor

An examination of the classification, symptoms and treatment of the types of psychopathology listed in the DSM III-R or its revisions. Special focus will be given to differential diagnosis issues and intervention strategies.

PSYC 591 Clinical Practicum (3 credits)

Prerequisite: Both the completion of the first year coursework (PSYC 505, PSYC 506, PSYC 509, PSYC 511, PSYC 512, PSYC 575) and the approval of the Psychology Graduate Committee

The Clinical Practicum will prepare students to work in mental health settings, providing opportunities to observe and assist under supervision. 100 hours required, including a minimum of 40 hours direct service work; 10 hours of individual supervision; and 20 hours of group supervision. 1 cr/sem: complete in two semesters, 50 hrs/sem, working 3.5 hrs/wk. 2 crs: complete in one semester, for 100 hours, working 7 hrs/wk. May be taken more than once but must total minimum of 100 hours (2 crs).

PSYC 592 Internship (3-6 credits)

Prerequisite: PSYC 591 and matriculation in MA program in psychology; consent of department; formal application required

The internship will allow students to apply the skills acquired through classroom and practicum work. Students will be placed in mental health settings and will receive extensive supervision. Required 600 hours, including a minimum of 240 hours direct service work, 15 hours of individual supervision, and 30 hours of group supervision. It may not be taken for more than 6 credit hours in a single semester. Once begun, the internship must be

taken in consecutive semesters. May be completed in 2 semesters (6 credits each semester) for 300 hours each semester, working 20 hours each week, or completed in 4 semesters (3 credits each semester) for 150 hours each semester, working 10 hours each week. Must be taken more than once, but must total a minimum of 600 hours (12 credits).

PSYC 593 Advanced Applied Clinical Seminar (3 credits)

Prerequisite: Matriculation in graduate program in psychology, concurrent registration in PSYC 592 or consent of the instructor

Students registering for PSYC 592 Internship must register concurrently for PSYC 593. This course will provide students with a forum for discussion and in-depth analysis of issues related to their internship experience. Students will have the opportunity to further examine and apply psychotherapeutic techniques. During this time, students will be actively working with clients as part of their internship. Emphasis will be placed upon further refinement of a student's personal style and self-awareness. Use will be made of audio and videotape, as well as of role playing observation. Broader issues, including multiculturalism, human development, technology and context (i.e., urban, rural, suburban) will be integrated throughout the seminar.

Other Approved Courses:

PSYC 351 Psychology of Art
 PSYC 385 Environmental Psychology
 PSYC 514 Attitude Change Research
 PSYC 515 Controversies in Social Psychology
 PSYC 516 Multicultural Counseling
 PSYC 517 Career Information and Placement
 PSYC 518 Theory and Process of Group Interaction
 PSYC 519 The Facilitation of Group Experience
 PSYC 520 Theories of Development
 PSYC 525 Cognitive Development
 PSYC 526 Childhood Psychopathology
 PSYC 528 Seminar in Clinical Child Psychology
 PSYC 540 Cognitive-Perceptual Psychology
 PSYC 543 Marital and Family Therapy
 PSYC 551 Advanced Seminar in Personnel
 PSYC 552 Employee Evaluation Techniques
 PSYC 553 Theories and Research in the Psychology of Motivation
 PSYC 572 Community Psychology and Mental Health
 PSYC 576 Transpersonal Psychology

READING (READ)

READ 503 Directed Study (credit to be arranged)

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

READ 540 Early Childhood Literacy Instruction (3 credits)

Intended as a content area graduate course in reading for the early childhood educator, this course features many instructional practices that promote language, literacy, and learning in the young learner. In a review of current research, teachers learn and apply identified "best practices" in listening, speaking, reading, writing, and thinking. Topics include: linguistics, discourse, con

cepts of print, phonemic awareness, phonics, comprehension, authentic assessment, shared reading and writing, and guided reading and writing. Through an understanding of theories that support best practices, teachers develop specific strategies for observing and supporting young learners as they become successful, independent, and thoughtful readers and writers. *Spring, summer session II, fall*

READ 541 Elementary School Literacy Instruction (3 credits)

Intended as a content area graduate course in reading for the elementary school educator, this course features many instructional practices that promote language, literacy, and learning in the developing literate. In a review of current research, teachers learn and apply identifies "best practices: in listening, speaking, reading, writing, viewing, and producing. Topics include assessment, word analysis, vocabulary, narrative and expository text structures, guided reading and writing, comprehension strategies, and study skills. Through an understanding of theories that support best practices, teachers develop specific strategies for observing and supporting students as they become successful, independent, and thoughtful readers and writers. *Spring, summer session II, fall*

READ 545 Global Literacies: Discovering the World in the Elementary Classroom (3 credits)

Masters candidates who are practicing teachers continue to prepare for their role in the Massachusetts classroom by considering, examining, practicing and planning for effective teaching and learning environments. Through the application of an enquiry based, cross-curricular approach to literacy instruction they will discover that the human world can be a central feature of the language arts plan. The course is designed to provide practical approaches, materials and plans for engaging children in the discovery of the nature of the planet earth, the nature of human beings as a species and the nature of global social structures, all in the context of the immediate world in their neighborhood.

READ 549 Reading in the Content Areas (3 credits)

In a workshop format teachers use their own textbooks to develop exercises that aid their students in comprehending expository text. Direct and indirect strategies for teaching vocabulary, reading processes, skill acquisition, study guides and levels of questioning are analyzed and utilized as they apply to different content material. Includes 25 hours fieldwork. May not be audited.

READ 550 Improving Literacy Instruction (3 credits)

Teachers are introduced to the subject matter, that constitutes effective literacy instruction (all levels). They examine classroom practices that are consistent with the socio-psycholinguistic theories of learning and develop a knowledge base of literacy instruction, that benefits students' comprehension of text. Includes 25 hours of fieldwork. May not be audited. *Spring, summer I, and fall*

READ 551 Case Studies in Literacy Acquisition and Development (3 credits)

Through case studies, teachers develop their understanding of language, literacy, and learning. Knowledge of the reading and writing processes provides the foundation for instruction and

assessment. Includes 25 hours fieldwork. May not be audited. *Summer II, Fall*

READ 552 Literacy Assessment Principles and Techniques (3 credits)

Prerequisite: READ 551 and program matriculation or consent of program coordinator

Teachers use formal and informal diagnostic procedures to measure, monitor and report literacy processes and behaviors: elements of letter knowledge, word knowledge, syntactic knowledge, schematic knowledge and studying and thinking strategies. With an understanding of these principles and techniques, teachers engage students through diagnostic instruction and careful monitoring for individual gains and (when appropriate) remediation. Includes 25 hours fieldwork. May not be audited. *Spring, summer II*

READ 553 Issues in Literacy Education for Social Justice (3 credits)

Prerequisite: READ 550 and program matriculation or consent of program coordinator

Teachers prepare for their role as literacy specialists and consultants through extensive reading, writing, research, discussion, and debate. They advance their thinking in a range of complex political and educational issues that impact our local, national, and global communities. Includes 25 hours fieldwork. May not be audited.

READ 554 Research in Literacy Teaching and Learning (3 credits)

Prerequisite: Matriculation in the MEd in Reading

Literacy professionals access, analyze, and evaluate evidence-based research in literacy assessment and instruction. As consumers of research, they develop strategies with which a literacy educator gains knowledge about the processes of listening, speaking, reading, writing, thinking and learning. Candidates explore numerous research traditions and methods, including ethnographic, descriptive, correlational, experimental and multivariate. Candidates develop a thorough understanding of the methodology, data collection procedures and analysis techniques that are central to a range of literacy research, assessment, and instruction perspectives and policy work. 25 hours of fieldwork is required. May not be audited.

READ 555 Supervision and Administration of Literacy Programs (3 credits)

Prerequisite: READ 550 and READ 552, and program matriculation or consent of program coordinator

Teachers research, examine, and appraise components of effective literacy programs (all levels). They develop strategies for creating a literate environment, organizing and planning for effective instruction, and communicating information about language and learning. Includes 25 hours fieldwork. May not be audited. *Fall semester*

READ 556 Literacy Curriculum Development and Implementation (3 credits)

Prerequisite: READ 555 and program matriculation or consent of the adviser or instructor

Teachers apply the prevailing knowledge base in literacy to issues of curriculum development and implementation, with particular emphasis on bringing local instruction in line with state and na-

tional curriculum frameworks and standards. Includes 25 hours fieldwork. May not be audited. *Spring semester*

READ 558 Practicum Experience for the Consulting Teacher of Reading I (3 credits)

Prerequisite: READ 550 and READ 551 and READ 552 and READ 553 and READ 554 and READ 555 and READ 556; application by adviser, field placement supervisor, program coordinator and dean of School of Education and Allied Studies and evidence of one of the following: (a) active MA DOE licensure as Reading Specialist or (b) a passing score on the Massachusetts Test for Educator Licensure for Reading Specialist (08).

Master's candidates assume the role of coordinator or consulting teacher of reading in working with students and teachers in a supervised 200-hour field experience. In this role, candidates must consistently demonstrate and document the knowledge a reading professional should have and the actions a reading professional should take. READ 558 and READ 559, fall and spring respectively, comprise a yearlong practicum or internship that upon graduation leads to college endorsement for specialist licensure as Reading Specialist (all levels) with the Massachusetts State Department of Education. Includes 200 hours fieldwork. *Fall semester*

READ 559 Practicum Experience for the Consulting Teacher of Reading II (3 credits)

Prerequisites: READ 558 and application approved by adviser, field placement supervisor, program coordinator, and S.E.A.S. dean
Master's candidates expand the role of coordinator or consulting teacher of reading through leadership in their schools and communities in a supervised 200-hour field experience. In this role, candidates must consistently demonstrate and document the knowledge a reading professional should have and the actions a reading professional should take. READ 558 and READ 559, fall and spring respectively comprise a yearlong practicum or internship that upon graduation leads to college endorsement for specialist licensure as Reading Specialist (all levels) with the Massachusetts State Department of Education. Includes 200 hours fieldwork. May not be audited. *Spring semester*

READ 560 Literacy Research Seminar (3 credits)

Prerequisites: READ 552 and READ 553 and READ 554 and READ 556

Candidates for the Master's degree in reading examine, review, analyze, and reflect upon their academic and professional experiences as they relate to literacy education and continued professional development. They conduct and report on an in-depth systematic investigation of literacy programs and practices. READ 560 is a year long course and should be taken concurrently with READ 558 and READ 559. May not be audited.

READ 570 Special Topics in Literacy Education (1-4 credits)

Special topics of current relevance in literacy education will be offered. The topic to be addressed will be announced in pre-registration publications. May be taken more than once.

READ 650 Research in Literacy Curriculum and Instruction (3 credits)

Prerequisite: Matriculation in CAGS in Reading Program
As curriculum and instructional leaders, educators enhance their knowledge of educational research and refine strate-

gies for using published research to support the development and implementation of changes in curriculum and instruction to reflect current socio-psycholinguistic theories and models of reading and literacy. Includes 25 hours fieldwork. (Course restricted to cohort members)

READ 651 Socio-psycholinguistics and Critical Literacy (3 credits)

Prerequisite: Matriculation in CAGS in Reading Program
Educators review the history of reading instruction in the United States to understand the learning theories that have influenced methods and materials for classroom practice. This historical perspective provides a foundation for interaction among researchers, teachers, and curriculum developers in response to our changing knowledge about complex cognitive processes in a world of rapidly changing materials, media forms, and technologies. Educators research theoretical processes and models of reading and writing to develop an in-depth understanding of socio-psycholinguistic theories of language, literacy, and learning. Includes 25 hours fieldwork. (Course restricted to cohort members)

READ 652 Cultural Foundations of Literacy (3 credits)

Prerequisite: Matriculation in CAGS in Reading Program
Educators develop a cognitive framework for literacy acquisition and development and create a synthesis of their professional knowledge of the cultural and linguistic foundations of literacy, the reading process, and the strategies that enable readers to use the cuing systems of written language. The learning experience centers on experimental research using a single-subject design in a readers' workshop setting. Includes 25 hours fieldwork. (Course restricted to cohort members)

READ 653 Diagnosis, Assessment, and Evaluation of Student Performance and Program Effectiveness (3 credits)

Prerequisite: Matriculation in CAGS in Reading Program
Educators learn and practice a diagnostic, decision-making model for individual and group literacy instruction. They gain competence and confidence in conducting, analyzing, manipulating, and reporting ongoing, varied, and multiple measures of students' progress. A clear understanding of the fundamentals of descriptive statistics and efficient diagnostic practices explicates the interpretive processes for understanding and improving the literacy behaviors of all students in district-wide planning. Includes 25 hours fieldwork. (Course restricted to cohort members)

READ 654 Principles and Programs in Professional Development (3 credits)

Prerequisite: Matriculation in CAGS in Reading Program
Educators examine their role as professional leaders and agents of change in their schools and educational communities through the supervision and administration of reading and literacy programs. Guided by a thorough knowledge of social-constructivist approaches and of the demand for raising professional standards, they cultivate leadership through collegial partnerships and relationships that result in a more effective learning and teaching practices. Includes 25 hours fieldwork. (Course restricted to cohort members)

READ 655 Case Studies in K-12 Literacy Curriculum and Instruction (3 credits)

Prerequisite: Matriculation in CAGS in Reading Program

Educators act as consultants in authentic case studies of district-wide literacy programs and practices. They use a variety of techniques to assess and evaluate the effectiveness of the existing language arts curriculum. They develop a well-documented report of curriculum strengths and weaknesses, and make specific recommendations for more effective literacy curriculum content, implementation, instruction, and assessment. Includes 25 hours fieldwork. (Course restricted to cohort members)

READ 670 Seminar (3 credits)

This course serves as a foundation for curriculum leadership in literacy education. Students will examine and explore educational trends, values, and vision to develop a personal statement of beliefs for literacy education at all levels. This will serve as the foundation for exploring issues in critical pedagogy for multiple literacies, as essential to today's educational planning. Students will identify an area of instructional practice for additional research. (Course restricted to cohort members)

READ 681 CAGS Literacy Practicum (6 credits)

Prerequisite: For those seeking educator licensure in Reading: Successful completion of the Massachusetts Test for Educator Licensure (Literacy and Communication Skills and Reading); for all: READ 650, READ 651, READ 652, READ 653, READ 654, READ 655, READ 670 and application approved by adviser, field placement supervisor, program coordinator and S.E.A.S. dean. In this culminating experience, candidates for the CAGS in Reading provide leadership through the administration, and supervision of reading/literacy programs. They use these experiences to design and implement a project in exemplary literacy practices. This project, a 200-hour field-based investigation, establishes the candidate as a competent, confident literacy specialist and/or a consultant. The implementation, documentation, and resulting multimedia electronic theses combine evidence of a successful practicum experience with documentation of exemplary practices in curriculum, instruction, and assessment. Participants, working under the guidance of the instructor/supervisor, complete their program and projects and defend them in oral comprehensive examinations.

READ 682 CAGS Literacy Practicum II (1 credit)

A continuation of READ 681, this course is required only of candidates who do not complete and/or successfully defend their project and exhibit in the academic year. Such candidates will register for READ 682 each semester thereafter (fall and spring) until the project is completed. Course is graded on a (P) Pass/(N) No Pass basis. (Course restricted to cohort members)

RECREATION (RECR)

RECR 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward

productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

RECR 230 Introduction to Recreation (3 credits)

The history of recreation from primitive man to the present. Philosophies of recreation, leisure, work and play are presented. Recreation services and career opportunities are discussed. Professional organizations and literature are reviewed. *Fall semester*

RECR 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

RECR 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

RECR 330 Theory and Principles of Leisure (3 credits)

A course designed to provide the student an opportunity to explore the impact of leisure on society and the individual. Economic, educational, social and psychological phenomena and the force each has on leisure are examined. *Offered alternate years*

RECR 331 Outdoor Recreation Resources (3 credits)
Study of the design, effective use, management and programs of outdoor recreation and conservation areas. *Offered alternate years*

RECR 332 Leadership and the Group Process (3 credits)

This course provides theory and experiences necessary to develop an understanding of leadership, group dynamics and effective group skills. *Fall semester*

RECR 333 Camp Leadership and Organized Camping (3 credits)

A study of organized camps and camping programs with particular emphasis on program planning, selection and training of staff and administrative details in organized camping. *Offered alternate years*

RECR 461 Organization and Administration in Recreation (3 credits†)

Organization and administration of recreation at public, private and commercial agencies are examined. Planning, organizing, directing, controlling and evaluating leisure services is included. *Spring semester*

RECR 462 Programming for Recreation and Leisure (3 credits†)

The opportunity to plan, conduct, evaluate and observe a wide variety of both on-campus and community-based programs and activities. *Spring semester*

RECR 463 Current Issues in Recreation and Leisure Service (3 credits†)

This course will provide for the study of selected current issues and changing trends in recreation and leisure service.

RECR 475 Games Leadership Workshop (3 credits†)

This workshop is designed for people interested in building relationships through play in games. The games emphasis will move away from the familiar competitive play experience to the non-competitive, supportive and cooperative play experience. Participants will develop a repertoire of games suitable for all ages. Leadership competence will provide participants with the tools to take games to others in schools, business, community groups and the family. *Offered alternate years*

RECR 498 Field Experience in Recreation (3-15 credits)

Prerequisite: Consent of the department; formal application required
A field experience offers qualified students the opportunity to gain practical experience in their field of study. Placements are made in both public and private agencies and are designed to complement the student's theoretical study.

RECR 499 Directed Study in Recreation (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to all juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

†May be taken for graduate level credit.

SOCIAL WORK (SCWK)

SCWK 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

SCWK 250 Introduction to Social Welfare (3 credits)

Prerequisite: PSYC 100 or SOCI 102

This course includes the analysis of the conceptions of social welfare, the historical development and function of social welfare and the value systems underlying the political, economic and social response to human needs. It offers an overview of the roles of the social worker and the varied settings in which interventions are employed. Includes a 30-hour service learning experience. *Either semester*

SCWK 270 Social Work Issues of Diversity and Oppression (3 credits)

This course introduces students to the concepts of diversity and oppression from a social work perspective. It provides the opportunity to define (and deconstruct), discuss and examine critically the phenomena of race, ethnicity, gender, culture, difference, power, pluralism, oppression, multiculturalism, social justice, empowerment, assimilation and social identity. It looks at various ethnic, racial, cultural and sociological populations from the perspectives of their history, identity, status, strengths, challenges, needs, power and context.

SCWK 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

SCWK 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

SCWK/WMST 304 The Psychosocial Development of Women (3 credits)

This course will provide an introduction to "women's reality" in terms of current research on women's values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems which appear to affect women, e.g. depression, eating disorders, etc.

SCWK 305 Child Welfare (3 credits)

Prerequisite: 9 hours in behavioral studies

A comprehensive study of the principle child welfare services. The course will concentrate on the human service practitioner's role as a helping agent in the delivery of services. The impact of child welfare on the areas of education, sociology, psychology, health and mental health will include aspects of these disciplines as they relate to enhancing the welfare of the child. Learners will make site visits to child welfare agencies and interview professionals providing services to children.

Either semester

SCWK 320 Human Behavior and Social Environment I (3 credits)

Prerequisite: SCWK 250 and one human biology course from the following: BIOL 100, BIOL 102, BIOL 110, BIOL 111, BIOL 112, BIOL 115, BIOL 117, BIOL 121, BIOL 128. SCWK 320 must be completed before SCWK 498

This sequence examines the effects of biological, psychological and socio-cultural factors upon human behavior throughout the life span. Using an ecological perspective and social systems approach, this theoretically-oriented sequence chronologically explores human development. Human diversity, the various issues which may impel persons to maladaptive behavior, and the ways in which individuals shape and are shaped by their interactions with one another and within social institutions are all areas of focus in the sequence. *Either semester*

SCWK 321 Human Behavior and Social Environment II (3 credits)

Prerequisite: SCWK 250 and SCWK 270 and SCWK 320

This course is a continuation of SCWK 320 and examines human development from adolescence through old age. *Either semester*

SCWK 330 Generalist Practice I (3 credits)

Prerequisite: Admission to the social work program and SCWK 270

This course initiates the study of entry-level generalist social work practice with all client systems and with particular attention to human diversity and oppressed populations. The following topics are covered: social work knowledge and values, agency role and function, the helping relationship, the problem-solving process through the phases of initial assessment and special skills, e.g. communication management and interviewing. Approved for certification for Massachusetts school adjustment counselor. *Either semester*

SCWK 333 Social Work with the Aged and Their Families (3 credits)

Prerequisite: 6 credits in behavioral sciences or health

The course affords the student an understanding of what it means – socially, psychologically and physically – to be aging in our society. Theories and methods of problem-solving with the elderly are examined. The elderly's income, health, housing, social service and other needs are identified and analyzed as are the policies and programs to address these needs. *Offered once annually*

SCWK 334 Intervention with Family Systems (3 credits)

Students will learn to conceptualize personal and interpersonal phenomena from a family systems perspective, to think in terms of circular rather than linear causality and to recognize patterns and sequences. Major theoretical family systems approaches will be presented, as well as basic intervention techniques. *Offered once annually*

SCWK 350 Social Welfare Policy (3 credits)

Prerequisite: SCWK 250 and SCWK 270 or consent of the instructor

This course follows the development of social welfare institutions and the societal response to human service needs. There is discussion of poverty and its effects on oppressed groups with special emphasis on African-Americans, Latino-speaking, women and the aged. Students are helped to analyze social policy. *Either semester*

SCWK 375 Data Analysis for Social Work (3 credits)

Data Analysis for Social Work is a course designed to provide students with a foundation of descriptive and inferential statistics. It prepares students to be knowledgeable consumers of social research and to do further work in statistics and research methodology.

SCWK 376 Social Work with Adolescents and Young Adults (3 credits)

Prerequisite: 9 hours in behavioral sciences

This course aids students in developing a beginning framework for assessing and working with adolescents. This framework is broadly integrative, addressing biological, psychological, social and cultural variables. The course considers the complex transactions between individuals and their environments, especially the social welfare system. It also addresses the impact of trauma on adolescent development and the specific needs of emotionally traumatized adolescents. *Offered once annually*

SCWK 392 Treating Childhood Sexual Abuse (3 credits)

Prerequisite: 6 hours/credits in psychology or sociology

This course will introduce the student to the many ways in which child sexual abuse affects a young child and family. Beginning

with a brief historical overview of sexual abuse of children and our society's response to it, we will examine theoretical models for understanding abuse. The course will address the ways in which sexual abuse impacts the development of infants, toddlers and adolescents, and will include a discussion on treatment approaches for social workers and other practitioners. *Offered once annually*

SCWK 398 Junior Year Fieldwork Practice (3 credits)

Prerequisite: Admission to the social work program; SCWK 320 and SCWK 330 both of which may be taken concurrently with SCWK 398; consent of department; formal application required

The Junior Fieldwork practicum complements the student's academic work through a minimum of 90 hours of practical experience in a social work agency under professional supervision. The student is introduced to social work tasks while applying theory to actual social work situations. This experience is reinforced through a weekly seminar where theory and practice are integrated and student field experiences are shared.

SCWK 399 Special Topics in Social Work (3 credits)

Prerequisite: 9 hours in behavioral sciences

Various topics in social work will be offered from time to time. Topics will be announced prior to registration. May be taken more than once. *Either semester*

SCWK 415 Social Services in Alcohol and Substance Abuse (3 credits†)

Prerequisite: SCWK 250 and SCWK 270

The course provides an overview of the problem of alcoholism and the various programs that deal with the problem. It has been designed primarily for students who have an interest in the area of alcoholism and substance abuse and either may be considering a career in treatment for alcoholism or may merely wish to expand their area of competence. The course focuses on the central issues of causation, resources, management, and treatment from a social work perspective. Students need to understand how the various programs and human service systems are planned, organized and evaluated. Students are introduced to theory and practice in relation to the functions that form the basis of various programs and services. Agency visits may be made. *Either semester*

SCWK 431 Social Work Practice with Individuals, Families and Groups (3 credits†)

Prerequisite: SCWK 330

This course will integrate knowledge of assessment skills and intervention approaches that will enable client systems to function more effectively in view of both internal processes and sociopolitical pressures in their life situations. Strategies will be drawn from generalist practice. *Either semester*

SCWK 432 Social Work Practice with Communities and Organizations (3 credits†)

Prerequisite: SCWK 330

This course deepens and expands generic social work skills and applies them to macro-level analysis and intervention in organizations and communities. *Either semester*

SCWK 437 Social Work with Multicultural and Multiethnic Families (3 credits†)

Prerequisite: 9 hours in behavioral sciences

†May be taken for graduate level credit.

This course examines social work practice with culturally and racially diverse families through study of relevant theory, case studies and the identification of personal issues and values. This course also examines contemporary issues as they affect social service delivery to families made vulnerable because of ethnic, cultural or racial biases.

SCWK 440 Research Methods in Social Work (3 credits†)

Prerequisite: SCWK 250 and SCWK 270 and 9 hours in behavioral sciences

This course is designed to help social work students develop an understanding of social research methods and to equip them with the tools to measure the effectiveness of their practice and the quality of the services provided by human service agencies. The ethics, politics and utility of social research methods in all aspects of social work practice are explored. Particular emphasis is placed on research methods and applications unique to social work such as single-subject design studies, human services program evaluation.

SCWK 446 Social Work Practice with Groups (3 credits)

This course is designed to introduce students to the fundamentals of generalist practice social work with groups. The roles of group members, the functions and responsibilities of the leader, and the ethical principles for the conduct of group work are examined. Through the use of small group experiences, attention is given to problem-solving and the development of skills in observing, developing, and evaluating the small group construct and process. Students are oriented to the development of culturally sensitive, professional skills that maximize group functioning and goals. *Offered once annually*

SCWK 485 Honors Thesis (3 credits)

Prerequisite: Open to Commonwealth and Departmental Honors students

One hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Department Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending upon the scope of the project. Whether the final version of the thesis qualifies the student to graduate with honors will be determined by the department honors committee. *Either semester*

SCWK 498 Field Experience in Social Work (6 credits for each semester)

Prerequisite: Admission to the social work program; SCWK 320 and SCWK 330 and SCWK 398; consent of department; formal application required

The field experience provides opportunities for students to learn how to apply knowledge and to develop skills in direct services to clients under the direction of a qualified agency field instructor. A minimum of 410 hours is spent in a wide variety of community agencies from September-May of the senior year. This experience continues to build upon the practice sequence of SCWK 330, SCWK 431, and SCWK 432. A weekly seminar throughout the year allows students to integrate social work theory and practice into a unified whole as part of their development as beginning professional practitioners. *Both semesters in fall-spring sequence*

SCWK 499 Directed Study in Social Work (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

SCWK 500 Introduction to Social Welfare Policy: History, Programs and Issues (3 credits)

Prerequisite: Matriculation in the MSW program
The course introduces students to the American social welfare systems and the social policies that serve as its underpinnings. It provides a historical perspective, with attention to important social, economic and political contexts. Analysis of different values and ethical positions will illustrate the degree to which they promote social and economic justice and serve underrepresented populations. Students will be introduced to a framework for policy analysis for use in evaluating policy responses to key social problems including poverty, health care, substance abuse, housing, child welfare, mental health, hunger, and issues facing the elderly. Special attention will be paid to social problems and policy responses in Southeastern Massachusetts. *Offered once annually*

SCWK 502 Dynamics of Diversity and Oppression (3 credits)

Prerequisite: Matriculation in MSW program; may be taken concurrently with SCWK 500
This course introduces students to the concepts of diversity and oppression in our society as a foundation for the later infusion of these concepts throughout the MSW curriculum. Students will explore the dynamics of diversity, power differences and oppression as part of an examination of systems of privilege and disadvantage based on race, gender, age, sexual orientation, (dis)ability, class and economic status, religion, and other forms of social differentiation and stratification. *Offered once annually*

SCWK 503 Directed Study (credits to be arranged)

Prerequisite: Consent of the MSW program director
Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent or Directed Study" in the "School of Graduate Studies" section of this catalog.

SCWK 508 Introduction to Social Policy (3 credits)

Prerequisite: Matriculation in the MSW program; SCWK 500 and SCWK 502
This course offers students an opportunity to develop the knowledge, skills, and attitudes necessary to become effective policy advocates. As policy advocates, social workers work to influence and change social policies in communities, agencies or legislative settings, with the goal of addressing social problems, increasing social justice, and assuring access to essential social resources, especially for groups that lack relative power in our society. The course will introduce skills for analyzing, developing, implementing, and assessing policy at varying levels of sponsorship and implementation. *Offered once annually*

SCWK 510 Human Behavior in the Social Environment I (3 credits)

Prerequisite: Matriculation in the MSW program; may be taken concurrently with SCWK 500 and SCWK 502

This course introduces students to the multiple contexts in which people function communities, organizations and families – and to the theoretical base that underlies social work practice. Building on the contributions to our understanding of human functioning provided by biology, psychology, sociology, economics and political science, it explores the challenges and opportunities created by multiple systems and by diverse and sometimes conflicting theoretical explanations of human behavior. *Offered once annually*

SCWK 511 Human Behavior in the Social Environment II (3 credits)

Prerequisite: Matriculation in MSW program; SCWK 500 and SCWK 502 and SCWK 510
This course will present theories related to strengths-based practice such as social constructivism, narrative theory and family systems theory which foster understanding of resiliency used throughout the lifespan to face selected developmental challenges. A lifespan approach will highlight the common development themes of each stage along with an appreciation of inherent strengths that come from an integrated biopsychosocial cultural and familial understanding. *Offered once annually*

SCWK 512 Human Behavior in the Social Environment III: DSM-IV-TR (3 credits)

Prerequisite: Matriculation in MSW program; SCWK 500 and SCWK 502 and SCWK 510 and SCWK 511
This course will expose students to multiple perspectives in assessing and diagnosing children, adolescents and adults. Students will learn how to assess a client system within the framework of the mental health system which relies on the DSM-IV-TR. Students will use direct experience with their clients to understand the impact of mental illness on a client and on family functioning. The ethics of using these assessments will also be explained. *Offered once annually*

SCWK 530 Social Work Practice I (3 credits)

Prerequisite: Matriculation in the MSW program; must be taken concurrently with SCWK 590
This course introduces social work practice skills for working with individuals, families, and small groups. Students are introduced to the problem-solving process and to the process of building a professional relationship. Policies, purposes, and functions of social service agencies are examined. Attention is given to the development of culturally congruent social work practice skills in relation to age, ethnicity, gender and other variables.

SCWK 531 Social Work Practice II: Groups and Community Based Practice (3 credits)

Prerequisite: Matriculation in the MSW program; SCWK 530 and SCWK 590; must be taken concurrently with SCWK 591
This course introduces the knowledge, skills, and values needed to enhance the responsiveness of communities and organizations to the needs of their constituents. The health and resilience of individuals and families depends substantially on the policies and practices of the communities and social institutions in which they dwell. The course aims to prepare social workers to work with community members to ensure the provision of needed resources to all and to enable human services agencies to deliver effective services. Techniques for analyzing communities and organizations and skills for facilitating system change such as coalition-building, lobbying, and using the media will be covered.

SCWK 540 Introductory Social Research (3 credits)

Prerequisite: Matriculation in the MSW program; SCWK 500 and SCWK 502 and SCWK 530

This course introduces students to the role of research in social work and familiarizes students with the basic concepts and methods of social science research. It emphasizes ethical decision-making within the research process as it introduces to research techniques including surveys, experiments, single-subject designs, qualitative methods and program evaluation. The stages of the research process including question formulation and hypothesis generation, research designs development of research instruments, and understanding findings will be addressed. Throughout, attention will be paid to the evaluation and application of existing social science research in social work practice and to the contributions made by social workers to new knowledge. *Offered once annually*

SCWK 541 Research: Evaluating Practice (3 credits)

Prerequisite: Matriculation in MSW program; SCWK 500 and SCWK 502 and SCWK 530 and SCWK 540

The second required course in the research sequence builds on the skills introduced in SCWK 540 and introduces students to issues and procedures involved in analyzing social science research data. Students will learn what questions to ask regarding the selection of analytic strategies, how to understand the data analysis process, and how to use SPSS as an analytic tool. They will increase their skills in evaluating the data analysis decisions of other researchers, and, thus, their findings. They will also be introduced to the process of presenting analytic data through graphs and tables and through written reports. *Offered once annually*

SCWK 550 Social Work Practice III: Intergenerational Strengths-based Practice with Families (3 credits)

Prerequisite: Matriculation in the MSW program or as an Advanced Standing student; SCWK 530 and SCWK 531 and SCWK 590 and SCWK 591; must be taken concurrently with SCWK 592

This is the first of two concentration practice courses. This course will present theoretical analysis of clinical models for working with families and integrate those models with current best practices for social work practice. This course will also focus on community employed models of community intergenerational family-based social work practice with diverse families. *Offered once annually*

SCWK 551 Social Work Practice IV: Intergenerational Strengths-based Practices with Individuals (3 credits)

Prerequisite: Matriculation in the MSW program; SCWK 550 and SCWK 592; must be taken concurrently with SCWK 593

This is the second of two concentration practice courses. This course will present theoretical analysis of clinical models for working with individuals and integrate those models with current best practices for social work practice. This course will also focus on community employed models of community intergenerational individual-based social work practice with diverse individuals. *Offered once annually*

SCWK 570 Integrative Seminar I (3 credits)

Prerequisite: Matriculation in the MSW program; SCWK 550 and SCWK 591; must be taken concurrently with SCWK 551 and

SCWK 593

This capstone course provides an opportunity for students to synthesize, expand and apply the learning achieved during the MSW program. Focusing on the program's theme of intergenerational family-based practice utilizing a strengths and resiliency model of intervention, students will engage in a planned change process on behalf of populations at risk. They will apply their knowledge of human functioning, policy analysis, program evaluation and new program development to preparing a comprehensive approach to social work practice. *Offered once annually*

SCWK 572 Social Policy II (3 credits)

Prerequisite: Admission to the MSW program

The theory, knowledge, research, values and skills of social welfare integrational family policy and service analyses/advocacy/practice are examined in the course. Emphasis is placed upon the processes and methods for understanding, analyzing, and advocating social welfare intergenerational family policies/services at the local, state and federal levels.

SCWK 580 Special Topics (1.5-3 credits)

Prerequisite: Matriculation in the MSW program or consent of the instructor

Special topics of current relevance in social work will be offered each semester. Topics to be addressed will be announced in the course schedule. This course may be taken four times with different topics for a maximum of 6 credits.

SCWK 590 Field Practice and Seminar I (3 credits)

Prerequisite: Matriculation in the MSW program and SCWK 530

This is the first of a two-semester practicum that provides for the integration of the student's learning into the field. Students are placed in a single social work setting for 16 hours per week, working directly under the supervision of an MSW professional. Students meet in lecture sessions once a week for two hours for the purpose of integrating field practice experiences and the application of social work theory, knowledge, skills and values. Barriers to full participation by the disadvantaged in society's economic, political, and social processes are explored, as are the economic and ethical challenges to professional practice. *Offered once annually*

SCWK 591 Field Practice and Seminar II (3 credits)

Prerequisite: Matriculation in the MSW program and SCWK 531

This is the second of a two-semester practicum that provides for the integration of the student's learning into the field. *Offered once annually*

SCWK 592 Field Practice III (4 credits)

Prerequisite: Matriculation in the MSW program and consent of MSW director

This is the second year, two-semester practicum that offers the student ongoing opportunities to integrate classroom learning in the field. Students are placed in a single social work setting for both semesters for 24 hours per week, working directly under the supervision of an MSW professional. Students meet on a scheduled basis with their faculty adviser to assess progress and problem-solve. *Offered once annually*

SCWK 593 Field Practice IV (4 credits)

Prerequisite: Matriculation in the MSW program; consent of MSW director; SCWK 592

This is the second semester of the second year, two-semester practicum that offers the student ongoing opportunities to integrate classroom learning in the field. Students are placed in a single social work setting for both semesters for 24 hours per week, working directly under the supervision of an MSW professional. Students meet on a scheduled basis with their faculty adviser to assess progress and problem-solve. *Offered once annually*

Other Approved Courses:

SCWK 150 Introduction to Social Work
SCWK 328 Women and Social Services
SCWK 376 Social Work with Adolescents and Young Adults
SCWK 400 Social Services in the Health Care Field
SCWK/HEAL 403 Interdisciplinary Approaches to the Delivery of Health Services
SCWK 410 Social Work in Correctional Settings
SCWK 435 School Social Work—History, Theory and Issues
SCWK 506 A Diversity Framework for Social Work
SCWK 507 A Strengths and Resilience Framework
SCWK 552 Issues in Substance Abuse
SCWK 553 Issues in Substance Abuse II
SCWK 554 Trauma and Chronic Stress
SCWK 555 Social Work with Immigrants
SCWK 556 Social Work Practice with Children and Families
SCWK 557 Social Work in the Mental Health Care System
SCWK 558 Social Work in the Health Care System

SOCIOLOGY (SOCI)

SOCI 102 Introduction to Sociology (3 credits)

This course covers such areas as social structure, basic human institutions, analysis of social processes and major social forces. *Either semester (CSOC; CMCL)*

SOCI 103 Social Problems (3 credits)

Contemporary social problems which are reflected in the behavior of individuals, but whose origins and causes lie outside of individuals. Topics treated will include drug abuse, crime, juvenile delinquency, divorce and other family problems, mental illness and other health problems, social class, and selected social issues. *Either semester (CSOC; CMCL)*

SOCI 104 Global Human Issues (3 credits)

This interdisciplinary course treats major world problems with particular emphasis upon those faced by non-Western peoples. The interdependence between economically developed and underdeveloped parts of the world will be explored according to such themes as collective versus individual good, short versus long-term planning and cooperation versus competition. *Either semester (CSOC; CGCL; CMCL)*

SOCI 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward

productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

SOCI 203 The Family (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course examines the family as a social institution in terms of its historical and cultural development. Students will also analyze psychological and social factors of contemporary family life. *Either semester (Formerly SOCI 303)*

SOCI 204 Gender, Sexuality, and Society (3 credits)

Prerequisite: SOCI 102 or consent of instructor

Sexuality is a central aspect of human social life. This course closely examines the theories, concepts, practices, and ramifications relating to issues of sex, gender, sexuality, and identity. It will increase students' understanding of the connections between human sexual attitudes and behaviors and larger social forces, and will examine taken-for-granted societal assumptions about human sexuality. Topics include the social construction of sex, gender, and sexual orientation; the interaction of gender roles and sexual attitudes; pornography; prostitution; date rape; and sexual harassment. (CSOC; CMCL; CWRT)

SOCI 205 Sociology in Society (3 credits)

Prerequisite: SOCI 102 or consent of instructor

Sport is a multi-dimensional phenomenon. It is so pervasive in the Western world that its mark has been stamped on every social institution. This course will use the conceptual frameworks, theories, and research methods of sociology to look at and better understand sport within the social context. The course will examine specific problems such as those faced by women in sport, ethnic outsiders, and iconic sports figures. Topics including politics, education, deviance, the family, collective behavior, violence, and stratification will be addressed. *Offered alternate years*

SOCI 206 Cities and People: Urban Sociology (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course examines cities and urbanization in comparative perspective. It will also focus on changing urban social structures, the nature of city life, urban planning and grassroots participation in urban change. *Offered alternate years, spring semester (Formerly SOCI 306)*

SOCI 207 Social Inequality (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course explores inequality in the (U.S.) within a global context. The class focuses on the major dimensions of social inequality; class, race and ethnicity, and gender. It examines the causes, processes, and consequences of inequality and stratification. Topics covered include wealth and poverty inequality, crime, and criminal justice inequality and health; education and social mobility; and policy questions related to inequality and poverty. *Every semester (Formerly SOCI 304)*

SOCI 208 Sociology of Religion (3 credits)

Prerequisite: SOCI 102 or consent of instructor

Comparative study of religious systems and institutions; function and role of religion and the church in society; professional status, history and relations of the clergy. *Spring semester (Formerly SOCI 108)*

SOCI 214 Middle Eastern Societies (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course introduces the cultures and social structures of Middle Eastern Societies, with a focus on social change in the region. Topics covered include the role of Islam, patterns of leadership, the distribution of wealth and power, family patterns, the position of women, and the nature of work. *Every semester (CSOC; CGCL; CMCL)*

SOCI 217 East Asian Societies: China and Japan (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course examines the cultural and social structure of traditional and modern China and Japan. The course will focus on topics such as work and economy, rural-urban contrasts, family and kinship, the position of women and the relationships between state and society. The course will conclude with an assessment of the positions of these two societies in the contemporary world. *(CSOC; CGCL; CMCL)*

SOCI 218 Chinese Society and Culture (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course provides a general introduction to Chinese society and culture. It examines the structure of Chinese society and the characteristics of Chinese culture. The course pays particular attention to China's economic reform and its social and political consequences. Topics covered include Confucianism, Chinese Martial Arts, free market within a communist regime, China's political future, changing Sino-US relations, and growing prosperity and inequality in China. *(CSOC; CGCL)*

SOCI 219 Population and Society (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course describes the mutual influence of demography and social structure. Trends in population growth and their effect on industrialization and urbanization will be covered in the context of developed and Third World nations. *Alternate years (CSOC; CWRT)*

SOCI 220 Third World Societies (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course introduces the sociological aspects of development in the Third World and the role of the West in that process. Industrialization, urbanization, education, the "Green Revolution," population growth, class structure, political structure, etc., are related to development. *Fall semester (CSOC; CGCL; CMCL)*

SOCI 225 The Irish-American Experience (3 credits)

Prerequisite: SOCI 102 or consent of instructor

The purpose of this course is to explore in depth the Irish-American experience and cultural identity from a sociological perspective. Topics will include: gender roles in Ireland and the United States; nativism and the search for respectability; family history; religion; social welfare; and patterns of economic advancement. *Offered alternate years*

SOCI 290 Seminar: Social Theory (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course addresses the history of social theory and selected topics in modern social theories, analysis of alternative conceptual approaches and their methodological requirements. For majors in sociology and behavioral sciences. *Either semester (Formerly SOCI 400)*

SOCI 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: _____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived.

Cannot be taken if _____199 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. *(CSYS)*

SOCI 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: _____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if _____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. *(CSYS)*

SOCI 302 Cyberspace and Society: Sociological Perspectives (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course examines the social implications of new digital and communications technologies, especially the Internet and the World Wide Web (www), from a sociological perspective. Students will use the Internet and the www to study both. Topics covered include the origins and development of the Internet and the web, the visions underlying both, and their potential for transforming social life both positively and negatively. The course will also focus on inequality (the "digital divide"), the role of the Internet in developing community, the implications of the Internet and the web for the control over and access to information, the social and cultural effects of technological

change, and the effects of the Internet and the web on work, economy, and community. The course will also examine race, ethnicity, class, and gender in relation to the digital divide.

SOCI 305 Sociology of Education (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course examines schools as social organizations, the culture of schools, the relationships between education and social stratification and the sociology of educational reform. All levels of education are considered, from kindergarten through higher education. *Fall semester*

SOCI 307 Medical Sociology (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

Concepts of health, illness, disease, and health care analyzed from the perspectives of patient (client), practitioner and relevant third parties. Medicine will be analyzed as a social system, with attention to factors in the physical and socio-cultural environment and case materials will be drawn from non-Western as well as Western societies. *Offered alternate years, fall semester*

SOCI/CRJU 310 Women and Crime (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course examines women and crime from sociological and criminological perspectives. The course will cover a wide variety of topics related to women and crime, including crimes against women, crimes perpetrated by women, women in prison, and women as criminal justice system officials. The course will closely examine violent crimes against women including rape, murder and battering. It will also focus on battered women who kill their attackers. Other important topics include feminist criticisms of mainstream criminology and the emergence of feminist theories in criminology. *Fall semester*

SOCI 312 Discrimination and Prejudice (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course is a study of the relationship between majority and minority groups in America, with attention to the domination of categories of people on the basis of their race, sex, age, ethnicity and/or religion. Theories and data will be presented concerning the development, maintenance and operation of discrimination and prejudice and the relationship between them. *Fall semester*

SOCI 313 Family Violence (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course examines violence in the family from sociological and criminological perspectives. It also examines the response of the criminal justice system to family violence. The course examines the extent, types and causes of violence in families and domestic units and will also analyze the reasons why most family violence is directed against women and children. The course considers recommendations for family intervention and policies for the prevention of family violence, as well as the social and legal implications of those recommendations. *Alternate spring semesters*

SOCI 315 Race and Ethnicity in America (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course explores debates on diversity within the (U.S.) by taking a sociological perspective on the experiences of various

racially and ethnically defined groups and on the relations among those groups. Drawing on a sociological approach to immigration, race and ethnicity, stratification, and conflict, the course focuses on the role of power, privilege, and access to resources in the social construction of race and ethnicity. The course will also examine important policy debates, including those over Affirmative Action, poverty, crime and criminal justice; inequality and health education and social mobility; and policy questions related to inequality and poverty. *Fall semester*

SOCI 316 Collective Behavior and Social Movements (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

Many societies have been shaped by and continue to be affected by a politically diverse array of social movements. In the United States, social movements focusing on temperance, abolition, labor, civil rights, women's rights, fundamentalism, and environmental issues have played major roles. This course provides an overview of collective behavior and social movements and their effects on cultures, societies, and individuals. Topics covered include collective behavior, the structures and stages of social movements, and theories of the emergence of social movements.

SOCI 317 Death, Dying, and Bereavement (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

The study of death deals with questions at the roots of human experience. Encounters with death are individual, yet socially constructed. Human reactions to death and the rituals surrounding it are influenced by various social factors, including family, peers, gender, race and ethnicity, and our own identity. This course will help students appreciate the diversity of death and bereavement practices and will offer students critical-thinking skills that will be useful as they encounter death-related issues. In presenting a sociological perspective on the major issues and controversies concerning death, dying, and bereavement, it will enable students to better understand topics such as end-of-life care, suicide, euthanasia, funeral practices, bereavement and loss, and near death experiences.

SOCI 322 Sociology of Childhood (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course recognizes and examines childhood as a social construction that differs within various historical, economic, social and cultural contexts. Topics covered will include socialization; peer culture; the institutionalization of childhood; the racial, cultural, economic and gender dimensions of childhood; and the emergence of adolescence. *Alternate spring semesters*

SOCI 323 Sociology of Adolescence (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course provides a critical examination of adolescence in North American societies, focusing on the causes and consequences of the lengthened period in which the transition to adulthood occurs. It provides a brief history of adolescence research, identifying a select set of topics, themes, and research problems that guide current research on adolescence and youth. These themes include, but are not limited to, peer group relations, biological influences on adolescence, employment experiences, increased autonomy, racial and gender differences, youth culture, dating patterns, family, and education. Special emphasis will be placed on the relationship of adolescents' social roles to processes of social change and stability. *Offered alternate years*

SOCI 326 Social Gerontology - Sociology of Aging (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course will focus on aging in America as a social problem. Topics covered will include reasons for the view of aging as a problem, the impact of aging on individuals and society, sociological theories of aging and proposed ways of alleviating or eliminating aging as a problem. *Spring semester*

SOCI/CRJU 327 Deviance and Social Control (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course examines deviant acts with an eye toward understanding social order and change. Topics covered include the types and causes of deviance, the social conditions and elements of deviant acts, and the effects of deviance and mechanisms for prevention, punishing and rehabilitating deviant individuals and groups. *Every semester*

SOCI 328 Criminology (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course will be concerned with theories of crime causation, and perspectives on administration, treatment, prevention and prediction. Consideration will be given to the influence of social class and other factors in criminal behavior. *Every semester*

SOCI 330 Woman's Roles: Sociology of Sex and Gender (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

An analytical study of the relation of sex to power and influence in society. Differentiation in sex roles as affected by the economy and reinforced by other institutions. New alternatives for women. *Spring semester*

SOCI 332 Sociology of Organizations (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

Analysis of the emergence, structure, function, culture and social significance of complex organizations. Emphasis will be placed upon the results of research in hospitals, schools, prisons and military and industrial organizations. Attention will be given to informal associations and organizational change. *Spring semester*

SOCI/CRJU 334 White Collar Crime (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

Broadening the definition of crime, this course will study behavioral systems involved in the commission of white collar crimes in complex structures, such as government bureaucracies, multi-national corporations and underground systems. The modern institutional factors – political and social – permitting or restricting the commission of such crimes will be investigated. Specifically, the performance of the criminal justice system will be examined. *Spring semester*

SOCI 338 Game Theory and the Law (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course will use game theory to study how legal rules affect the way people behave. Game theory as a tool of analysis offers powerful insights into how people make decisions. This course conveys the concepts and methods of game theory through analysis of legal problems, including criminal law, torts, contract law, antitrust, bankruptcy, and civil procedure, etc. The applications emphasize the ways to restructure institutions to encourage mutually advantageous outcomes. (CSOC; CQUR)

SOCI/CRJU 339 Violence, Guns, and Society (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course focuses on guns and lethal violence in society. Drawing on both criminal justice and sociological theory and research, it examines the causes and consequences of lethal violence with special attention to the role of firearms. Topics covered include the definitions and causes of violence, the extent to which guns intensify violence, guns and lethal violence, in comparative perspective, the American gun culture, the Second Amendment, the politics of gun control, the legal regulation of guns, the relationships between gun prevalence and gun violence, and the costs of gun violence. *Fall semester*

SOCI 342 Comparative Sociology (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course explores different varieties of human behavior, beliefs, values, and social structure in different societies. The diversity shows that people are shaped by the social context around them, and social rationalization is based on culture and tradition. Social institutions and policies in the United States are examined first and then compared to the experiences of selected countries in East Asia (China and Japan) and Europe (primarily Britain, Germany and Sweden). Comparison is used as the explicit means to interpret social formations. *Offered yearly*

SOCI/CRJU 352 Urban Crime (3 credits)

Prerequisite: SOCI 102 or CRJU 201; and SOCI 290; or consent of instructor

This course examines urban and neighborhood crime. In addition to surveying theories of urban crime, disorder, and unrest, it examines responses to urban crime, including community policing, order maintenance policing, crime prevention through environmental design, and programs to ameliorate the deeper causes of crime. The course examines the effects of inequality, racial and ethnic discrimination, substance abuse and gun violence on urban crime. Another topic covered is the drop in urban crime rates during the 1990's. *Offered alternate years*

SOCI 353 Cities in a Global Context (3 credits)

Prerequisite: SOCI 102 and SOCI 206 and SOCI 290; or consent of instructor

The world is now urban. From global cities such as New York, Tokyo, and London, to large but much poorer cities such as Sao Paulo, Mexico City, and Cairo, over half of the world's population lives in cities. In order to understand cities in a global context, the course covers the processes of globalization especially as they have an impact on cities around the world. Topics covered include the global cities hypothesis, the new inequalities among and within cities, case studies of cities in the new urban global economy, global urban networks, and the nature of urban life in rich and poor cities. *Offered every other year*

SOCI/CRJU 355 Juvenile Delinquency (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

Analysis of the nature and types of juvenile behavior that violates law; the mechanisms of defining such behavior as delinquent; and the relationship between delinquency and the social situations of juvenile offenders. *Fall semester*

SOCI 360 Feminist Theory in Sociology (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course introduces students to feminist theory in sociology

and social science. It also covers the history of women in social theory as well as historical and contemporary contributions by women theorists. Feminist theories of human behavior and social life will be analyzed and compared to other theories. *Offered alternate years, fall semester* (CSOC; CMCL; CWRT)

SOCI 370 Sociological Analysis (3 credits)

Prerequisite: SOCI 102 or consent of instructor

This course provides students with research opportunities, helps them to develop theoretical explanations, and gives them practice in bringing sociological data to bear on those theoretical explanations. Emphasizing the centrality of race and ethnicity, gender, and social class, Sociological Analysis acts as a bridge between basic and advanced sociology courses. (CWRM)

SOCI 380 Qualitative Methods and Urban Ethnography (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

This course introduces students to qualitative research methods in social research. The course will consider the historical and theoretical background to qualitative methods, the principles of qualitative methods, as well as particular methods including participant observation, qualitative interviews, and the use of documents. Ethical issues, selection strategies, and gaining access will also be addressed. *Either semester*

SOCI/CRJU 381 Privatization in Criminal Justice (3 credits)

Prerequisite: CRJU 201

This course will examine the many controversies around the reemergence of private prisons as well as the explosive growth of private police in the United States. *Alternate years*

SOCI 390 Seminar: Research Methods in Sociology (3 credits)

Prerequisite: SOCI 102 and SOCI 290 and SOCI 370; plus one other sociology course

This course addresses the application of scientific methods to the analysis of social phenomena, methodological orientation in sociological research procedures, and the nature of sociological variables. The course is designed for majors in sociology, criminal justice or behavioral sciences. *Either semester* (Formerly SOCI 402)

SOCI 391 Seminar: Social Data Analysis (3 credits)

Prerequisite: SOCI 102 and SOCI 290 and SOCI 370 and SOCI 390; plus one other sociology course or ANTH 100 and ANTH 103

This course introduces students to computer-based, quantitative data analysis. The course focuses on the major statistical techniques used in sociology and anthropology and will emphasize data analysis in the context of substantive research problems. Topics covered include microcomputer-based data analysis packages, choosing appropriate statistics, interpreting statistical results and presenting research findings. *Either semester* (Formerly SOCI 403) (CSOC; CQUR)

SOCI 399 Special Topics in Sociology (3 credits)

Prerequisite: SOCI 102 and SOCI 290; or consent of instructor

Various special topics of current interest in sociology will be

†May be taken for graduate level credit.

offered from time to time. Topics will be announced before registration. May be taken more than once but only three (3) credits will be counted toward the first 30 hours in the sociology major.

SOCI 410 Sociology of Urban Planning and Policy (3 credits)

Prerequisite: SOCI 102 and SOCI 206 and SOCI 290; or consent of instructor

This course examines urban and regional planning and policy from a sociological perspective. Large scale social forces such as uneven urban development, urban sprawl, the decentralization of metropolitan areas, and deindustrialization have produced changes in various dimensions of urban life, including housing, transportation, land use, urban renewal, and neighborhood life. This course examines those social forces and changes to understand the rise of urban problems and how urban and regional planning and policy can help develop more livable cities and metropolitan regions. The course introduces students to the policies, issues, processes, and tools of planning within the context of the history, sociology, and theory of planning and regional change. In examining the social forces and structural constraints within which planning operates, the course emphasizes the importance of inequalities of race, ethnicity, class, and gender. Although the course will examine planning broadly, it will at times focus on southeastern Massachusetts. *Offered every other year*

SOCI 426 Seminar: New England Ethnic and Regional Communities (3 credits)†

Prerequisite: SOCI 102 and; ANTH or SOCI 315

This course will explore theories of ethnic persistence and change as they pertain to New England's ethnic and social communities, such as Cape Verdeans, Asians, African Americans, Italians, Jews and Homosexuals. Cultural traditions, social institutions, and changing beliefs of New England's ethnic and regional communities will be examined through critical analyses of relevant cultural materials, including sociological data, folklore, oral traditions, celebrations and the media. *Offered every third year*

SOCI 485 Honors Thesis (3 credits)

Prerequisite: Admission to the Departmental Honors Program and senior status

This course is open to Commonwealth and Departmental Honors students. One-hour weekly meetings with the thesis director will culminate in an honors thesis. With the consent of the Departmental Honors Committee and the thesis director, this course may be extended into a second semester for three additional credits depending on the scope of the project. The Departmental Honors Committee will determine if the final version of the thesis qualifies the student to graduate with Honors.

SOCI 497 Research (3 credits)

Prerequisite: SOCI 390; primarily for senior sociology majors; others by special arrangement

Students will conduct social research, using techniques taught in SOCI 390, writing reports of findings as for publication. Experimental survey and content analysis approach will be used.

SOCI 498 Internship in Sociology* (3-15 credits)

Prerequisite: A cumulative GPA of 2.5; consent of the department; formal application required

The internship provides an opportunity for senior sociology

majors to gain practical expertise in the field by participating in an off-campus work study experience that complements their academic preparation. In addition to working in their internship setting, students will meet regularly with a faculty supervisor. Students may work in an appropriate local, state, or federal agency or private organization. Only three credits of internship may count toward the major in sociology. *Either semester*

* No more than six hours of any combination of SOCI 498 and SOCI 499 may be counted toward the first 30 hours of the sociology requirements for a major.

SOCI 499 Directed Study in Sociology* (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

* No more than six hours of any combination of SOCI 498 and SOCI 499 may be counted toward the first 30 hours of the sociology requirements for a major.

Other Approved Courses:

SOCI 329 Public Opinion and Mass Media
SOCI 336 Social Change
SOCI 340 Sociology of Politics
SOCI 350 Sociology of Work
SOCI 501 Graduate Seminar in Sociological Theory
SOCI 502 Research
SOCI 503 Directed Study
SOCI 504 Graduate Seminar in Sociological Research
Methodology
SOCI 506 Theories of Race and Ethnic Relations
SOCI 508 Social Stratification in Comparative Perspectives
SOCI 510 Urban Community Analysis
SOCI/CRJU 514 Theories of Social Deviance
SOCI 516 Sociology of Sex and Gender
SOCI 518 Sociology of Aging
SOCI 520 Sociological Analysis of Small Groups
SOCI 528 Seminar: Sociology of Education
SOCI 530 Seminar in Society, Culture, and Personality
SOCI 580 Special Topics in Social Research Techniques
SOCI 585 Special Topics in Sociological Theory

SPECIAL EDUCATION (SPED)

SPED 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

SPED 202 Introduction to Special Education (3 credits)

This introductory course focuses on various aspects of education involving all learners, including educational philosophy, foundations, effective teaching practices and models, and professional teaching standards. An emphasis on special education definitions, terminology, development characteristics, curriculum and programs will be included. Pre-practicum monitored field-based experience is required.

SPED 203 Cultural Diversity Issues in School and Society (3 credits)

This course will introduce the major goals, principles, and concepts of multicultural education with an emphasis on the impact on school and society. It will explore the cultural, linguistic and socioeconomic factors influencing our schools. It will offer concepts to assist participants to improve the learning environment and interaction among school, parents and community. *Offered either semester* (CMCL)

SPED 206 Special Education in a Diverse Society (2 credits)

This course will provide students with a forum for the study, discussion and practical application and inclusion of multicultural education principles into the curriculum. Students will explore educational approaches for learners from diverse cultural, linguistic and socioeconomic-class backgrounds.

SPED 207 Technology in Special Education (1 credit)

This course will provide students information enabling them to identify ways in which technology can assist with managing the learning environments for students with special needs. In addition they will become familiar with sources of specialized materials equipment and assistive technology. Students will develop skills in the use of technology, including word processing, test scoring and CAI.

SPED 211 The Early Childhood Learner with Special Needs (3 credits)

This course will enable the student to develop the instructional and behavioral competencies to foster the inclusion of young children with special needs into early childhood educational settings. This course will examine the curricular adaptations and modifications as well as the preparation, implementation and evaluation of Individualized Family Service Plans and Individualized Educational Plans.

SPED 217 Meeting the Needs of All Learners (3 credits)

This course will enable the student to identify appropriate strategies to effectively educate all learners, including students with special needs in general education settings. It will highlight instructional activities, curriculum modifications, assessment strategies, and other adaptations that are usable in standards-based classroom. A field-based experience is required.

SPED 229 Field Work in Special Education (3 credits)

Prerequisite: SPED 202 and SPED 206; or SPED 203 only
The practical aspects of special education will be brought into focus through the use of appropriate facilities. In cooperation with area programs, specific teaching and related activities will be undertaken for use in both special needs and mainstream programs.

**SPED 298 Second Year Seminar (Speaking Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**SPED 299 Second Year Seminar (Writing Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**SPED 302 Principles and Application of Behavioral Management for the Special Needs Learner
(3 credits)**

Prerequisite: SPED 202 and admission to the Professional Education Program

This course will focus on basic principles, models and techniques for effective individual and classroom management in various educational environments. Prepracticum monitored field based experiences required at the level of license sought: PreK-8, 5-12.

SPED 303 Principles and Procedures of Assessment of Special Needs Learners (3 credits)

Prerequisite: SPED 202 and admission to the Professional Education Program

This course will provide students with the ability to assess educational needs of special learners. Emphasis on consideration of non-discriminatory procedures appropriate to social, racial and linguistic differences. Strategies for modifying teaching based on evaluation results. Prepracticum monitored field based experiences required at the level of license sought: PreK-8, 5-12.

†May be taken for graduate level credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

SPED 400 The Culturally Different Child with Special Needs (3 credits†)

Prerequisite: PSYC 100 and SPED 202 or SPED 510 or consent of the instructor

This course will enable the student to develop the necessary competencies for teaching special needs children who are culturally and/or linguistically different. The course will combine psychological, linguistic, anthropological and educational findings with practical guidelines and strategies for instruction.

**SPED 402 Children with Reading Disability: Diagnosis and Teaching Strategies
(3 credits)**

Prerequisite: SPED 202 or SPED 510 and admission to the Professional Education Program

This course will investigate the etiology of reading disabilities: physical, cultural and environmental. Early literacy, diverse modes of instruction and correlation to whole language programs will be analyzed. Specific teaching programs and strategies will be emphasized. Prepracticum monitored field based experiences required at the level of license sought: PreK-8, 5-12.

SPED 403 Curriculum Development and Implementation for Special Needs Learners (3 credits)

Prerequisite: SPED 202 and admission to the Professional Education Program

This course enables the student to design and implement appropriate Individual Educational Plans (IEP) under existing federal and state laws. Emphasis is placed on strategies and techniques which promote the academic, social, emotional, vocational and cultural needs of the special needs learner within a variety of instructional environments. Pre-practicum monitored field based experiences required at the level of license sought: PreK-8, 5-12.

SPED 404 Student Teaching Practicum: Inclusion Program (PreK-8) (6 credits)

Prerequisite: Admission to the Professional Education Program and Student Teaching Experience

This practicum involves responsibility as a teacher in a general education classroom which includes specific services being provided for learners with special needs. This practicum is done at the PreK-8 level under a qualified cooperating teacher and a college supervisor.

SPED 405 Student Teaching Practicum: Special Education Program (PreK-8) (6 credits)

Prerequisite: Acceptance into student teaching

Program involves a minimum of one hundred and fifty (150) hours of observation, assisting and full time teaching, with a minimum of one hundred and thirty-five (135) hours in direct instructional responsibilities in programs for moderate special needs students. This practicum is done at the PreK-8 level under a qualified cooperating teacher and college supervisor.

SPED 406 Student Teaching Practicum: Mainstreamed Program (5-12) (6 credits)

Prerequisite: Acceptance into student teaching

Practicum involves a minimum of one hundred and fifty (150) hours of observation, assisting and full time teaching, with a minimum of one hundred and thirty-five (135) hours in direct instructional responsibilities in a regular classroom in which

special needs students are integrated. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

SPED 407 Student Teaching Practicum: Special Education Program (5-12) (6 credits)

Prerequisite: Acceptance into student teaching

Practicum involves a minimum of one hundred and fifty (150) hours of observation, assisting, and full time teaching, with a minimum of one hundred and thirty-five (135) hours in direct instructional responsibilities in a program for moderate special needs students. This practicum is done at the 5-12 level, under a qualified cooperating teacher and college supervisor.

SPED 410 Instructional and Curricular Strategies for Learners with Intensive Special Needs I (3 credits)

Prerequisite: SPED 202 and SPED 203, or SPED 206; and admission to the Professional Education Program

This course is designed to provide knowledge relating to the curricula and instructional needs of learners with intensive special needs. Fundamental concepts of the IEP process, applicable technologies that facilitate communication, mobility, parental support, support systems, and collaborative aspects will be addressed. Prepracticum monitored field based experiences required.

SPED 411 Instructional and Curricular Strategies for Learners with Intensive Special Needs II (3 credits)

Prerequisite: SPED 410 and admission to the Professional Education Program

This course provides further development of issues addressed in SPED 410. Additionally, the course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life of individuals with intensive special needs. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions, and medication management are addressed. Pre-practicum monitored field based experiences are required.

SPED 412 Student Teaching Practicum: School Setting, ISN (6 credits)

Prerequisite: Acceptance into student teaching

Practicum involves a minimum of 150 hours of observation, assisting, and full-time teaching in an educational program for individuals with intensive special needs. The practicum is done at the 3-21 level, under the supervision of a cooperating practitioner and college supervisor.

SPED 413 Student Teaching Practicum: Alternative Setting, ISN (6 credits)

Prerequisite: Acceptance into student teaching

Practicum involves a minimum of 150 hours of observation, assisting, and full-time responsibilities in an alternative program for individuals with intensive special needs. This practicum is done at the 3-21 level, under the supervision of a cooperating practitioner.

SPED 415 Methods and Materials for the Academically Talented (3 credits)†

Prerequisite: PSYC 100

Emphasis is placed on the identification and placement of gifted pupils in our schools and the related program, enrichment activities, creative development, method and materials, modified curriculum, administration, motivation and treatment of underachievement.

SPED 431 Student Teaching Practicum-Moderate Disabilities (PreK-8) (6 or 12 credits)

Prerequisite: Acceptance into student teaching

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with moderate disabilities (PreK-8) are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

SPED 432 Student Teaching-Moderate Disabilities (5-12) (6 or 12 credits)

Prerequisite: Acceptance into student teaching

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with moderate disabilities (5-12) are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

SPED 433 Student Teaching-Severe Disabilities (6 or 12 credits)

Prerequisite: Acceptance into student teaching

This practicum involves a minimum of 300 hours of teaching in a minimum of two distinct educational settings where students with severe disabilities are educated. This experience is supervised by a qualified cooperating practitioner and college supervisor.

SPED 436 Consulting Skills for Special Educators (3 credits)†

Prerequisite: PSYC 100; and SPED 202 or SPED 510; or consent of the instructor

This course emphasizes the development of consulting and training skills of the special educator. This will include a survey of the origins and dynamics of consulting techniques which will result in the student being able to work in a variety of settings.

SPED 438 Career Education for Special Needs Learners (3 credits)†

Prerequisite: PSYC 100; and SPED 202 or SPED 510; or consent of the instructor

This course will assist in preparing special educators to understand career educational needs of special needs learners. Students will develop skills in appropriate objective writing and curriculum design in the area of career education for special needs learners.

SPED 460 Topics in Special Education (3 credits)†

Prerequisite: SPED 202 or SPED 510 or consent of the instructor

This course is designed for students who desire to study selected topics in this field; it will allow for timely and relevant information to be explored. Topic changes each semester. This course may be repeated for different topics.

†May be taken for graduate level credit.

SPED 498 Internship in Special Education (3-15 credits)

Prerequisite: Consent of the department; formal application required and admission to the Professional Education Program
Off-campus experiences in areas related to expanding the student's background in special education. In-depth exposure to such areas as rehabilitation programs, sheltered workshops, day care centers, hospital and institutional programs.

SPED 499 Directed Study in Special Education (1-3 credits)

Prerequisite: Consent of the department; formal application required
Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits.

SPED 502 Research (credit to be arranged)

Original research undertaken by the graduate student in their field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

SPED 503 Directed Study (credit to be arranged)

Designed for the graduate student who desires to study selected topics in a specific field. For details, consult the paragraph entitled "Independent Study" in the "School of Graduate Studies" section of this catalog. This course may be repeated.

SPED 504 Applied Curriculum Development for Learners with Special Needs: PreK-8 (3 credits)

Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education

This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the PreK-9 level. Emphasis will be on the areas of reading, mathematics and language arts; other areas will be considered. Field experiences will be included.

SPED 505 Applied Curriculum Development for Learners with Special Needs: 5-12 (3 credits)

Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education

This course will cover alternative strategies, techniques and materials to promote successful learning of the learner with special needs at the 5-12 level. Emphasis will be on the areas of reading, mathematics and language arts; other areas will be considered. Field experiences will be included.

SPED 508 Strategies for Diversity (3 credits)

This course will provide students with a forum for the study, discussion, and practical inclusion of multicultural principles and strategies into the curriculum. It will investigate the many levels of culture defined within the macroculture of U.S. society. Students will gain knowledge and information of effective methods, resources, and materials in order to develop and adapt techniques and strategies to implement in the contemporary multicultural classroom.

SPED 510 Exceptional Children in the Schools (3 credits)

This course will provide an orientation of all aspects of education pertaining to children with special needs. Emphasis will be on educational characteristics of each area of exceptionality and the role of special education in the schools. Pertinent state and federal rules and regulations will be addressed. Prepracticum experience required.

SPED 512 Organization and Administration of Special Education (3 credits)

A comprehensive study of the psychological diagnosis, the personnel, the curriculum, the facilities, and the pupil services in an effective special education program. Introductory background information in special education is beneficial to succeed in this course.

SPED 514 New Education Policies for Children with Special Needs (3 credits)

The legal basis for the education of children with special needs to help them become accepted, productive and social members of our society. Integration, assessment, delabelization, and involvement declare the real responsibility of all parents/guardians, of all educators, and of all the American public. Introductory/background information in special education is beneficial to succeed in this course.

SPED 515 Teacher Orientation to Learning Disabilities (3 credits)

Acquaint in-service teachers with current statistics concerning children with moderate special needs and encourage appreciation of the wide spectrum of difficulties these children have. Diagnosis and evaluation will be studied in conjunction with the fields of perceptual handicaps, physiology, neurology, and psychology. Introductory background information in special education is beneficial to succeed in this course.

SPED 516 Applied Collaborative Strategies (3 credits)

Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education

This course will build on the knowledge of individual and different learning styles and thinking skills. Curriculum planning and instructional techniques will be discussed and developed. Strategies for maximizing consulting and collaborative team efforts will be covered through discussion, research, role playing and interviews. Field experience will be included.

SPED 517 Language Skills for Special Needs Learners (3 credits)

Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education

This course will cover classroom approaches and strategies for the diagnosis and analysis of language and related learning dysfunctions. Emphasis will be on the development of a total language curriculum appropriate for utilization within special education and mainstream programs.

SPED 518 Reading Strategies in Special Education (3 credits)

Prerequisite: ELED 330 or SPED 402 or equivalent

This course will cover the areas of research, diagnosis and instructional alternatives for students who need special education reading

instruction. Participants will explore a variety of diagnostic tools as well as specific direct instruction models/programs utilized in Special Education. Skills in the area of explicit teaching approaches will be analyzed as they apply to the reading in the literacy/language arts class as well as to reading in content areas. A field-based experience allows students to incorporate new information into practical application.

**SPED 520 Special Topics in Special Education
(1-3 credits)**

Prerequisite: Course prerequisites may be specified depending upon the nature of the topic

Special topics of current relevance in special education will be offered from time to time. The topic to be addressed will be announced in pre-registration publications. May be taken more than once with the consent of the adviser.

SPED 522 The Inclusion Classroom: Philosophy and Implementation (3 credits)

Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education

This course will enable the student to identify and apply appropriate strategies, techniques and curriculum adaptations to promote success for learners with special need in the regular classroom. Consideration will be given to the philosophical and legal considerations for inclusion/mainstreaming. Field experiences will be required.

SPED 524 Curriculum Development for Learners with Severe Disabilities I (3 credits)

Prerequisite: SPED 510 or equivalent introductory course and SPED 402 or equivalent reading course

This course will focus on current best practices in curriculum and methods for students with severe disabilities. It will focus on ecological assessment, IEP development, systematic instruction, and providing education in general education and community settings by emphasizing school curriculum, physical access to it, adaptations, and instructional strategies to prepare students with these disabilities for appropriate and meaningful participation in major life activities *Spring semester*

SPED 525 Curriculum Development for Learners with Severe Disabilities II (3 credits)

Prerequisite: Successful completion of SPED 524

This course provides further development of issues addressed in SPED 524. The course provides knowledge concerning advanced instructional and management strategies that can enhance the quality of life of individuals with severe disabilities. Fundamental concepts/strategies relating to social interactions, employability, constructive use of leisure time, managing behavior, communication interventions, academic curricula, an medication management are addressed. Development of a full case study, including an IEP and curriculum planning will be covered. Pre-practicum monitored field based experiences are required. *Fall semester*

SPED 530 Assessment Procedures in Special Education (3 credits)

Prerequisite: SPED 202 or SPED 510 or matriculation in the Master's Degree Program in Special Education

This course will focus on the administration, analysis and interpretation of standardized and other assessment data, with consideration of cultural and linguistic applications. Emphasis will

be on the developing of instructional programs from the data and the providing of information to professionals and parents. Field experiences will be included.

**SPED 535 Exceptional Learner in the Classroom
(1.5 credits)**

An orientation to all aspects of education pertaining to the learner with special needs. Emphasis will be on educational characteristics of each area of exceptionality. Skills will be developed for developing appropriate institutional strategies, techniques, and curriculum adaptations to promote successful learning of the learner with special needs. *Spring semester*

SPED 540 Contemporary Issues and Mandates in Bilingual and Special Education (3 credits)

Skills will be developed for identifying "special needs" relative to educating children from minority groups using a case study approach. Emphasis will be on the laws (Chapter 766, P.L. 94-142); Law Guidelines, Chapter 71A, Section 636, Section 504 of P.L. 93-112 and their implications for programming. Introductory background information in special education is beneficial to succeed in this course.

SPED 542 Behavior Interventions in Bilingual Special Education (3 credits)

Skills will be developed for understanding how cultural differences affect behavior. The models of behavioral management will include positive peer culture, tribal orientation, cultural symbols, social relations in the classroom, and multicultural techniques in addition to the theories of Erikson, Maslow, and Skinner, and other psychological and cognitive models. Introductory background information in special education is beneficial to succeed in this course.

**SPED 544 Language Development and Bilingualism
(3 credits)**

Skills will be developed for identifying dominance and language proficiency, understanding theories of first and second language learning, relating methods and theories on reading to ESL materials and identifying biases and deficiencies in existing curriculum for linguistic and cultural minority students. Emphasis will be on the effect of culture and language differences on speech and language development. Introductory background information in special education is beneficial to succeed in this course.

SPED 546 Strategies and Techniques for Adapting Bilingual Resources and Materials for the Special Needs Learner (3 credits)

Skills will be developed for organizing, planning, teaching and evaluating materials and programs for cultural/racial/linguistic biases and stereotyping, but with an additional focus on sensitivity to bilingualism and biculturalism. Emphasis will be on developing appropriate materials and strategies for meeting the needs of bilingual children in the classroom, the resource room, or least restrictive environment. Introductory background information in special education is beneficial to succeed in this course.

SPED 547 Multiple Roles for Bilingual Teachers of Moderate Special Needs Children (3 credits)

Skills will be developed for the many roles a change agent might function in, such as educators, consultants, advocates, liai-

sons, counselors, advisers and trainers. Emphasis will be on the major role of the bilingual special educator as a change agent in the school and community to reduce racial discrimination in regular and special education. Introductory background information in special education is beneficial to succeed in this course.

SPED 550 Seminar in Special Education (3 credits)

Prerequisite: Completion of 24 semester hours in the MEd in Special Education program or consent of the instructor

An advanced study of major theoretical and contemporary issues influencing special education. Emphasis will be on curriculum, methodology, educational theory and research aspects with classroom application. Each participant will undertake an extensive study of a significant issue in special education.

SPED 555 Field Experience in Special Education (3-6 credits)

Prerequisite: Completion of 24 credits in the MEd in Special Education program or consent of the adviser

A field experience that offers qualified students the opportunity to gain practical off-campus experience in special education. Placements are in public and private agencies and are designed to complement the student's study in special education; a minimum of 10 clock hours per credit is required in the field.

SPED 560 Teaching Students with Special Needs through Direct/Explicit Instruction (3 credits)

This course will provide students with information on the design of instruction for students with diverse learning needs. Procedures will be addressed which examine the relationship between the academic achievement of students and instructional design. Critical instructional design dimensions and teacher delivery include: (a) knowledge forms, (b) the generic instructional set, and (c) a principle design network. These dimensions will be applied and illustrated in the areas of language, beginning reading, mathematics, reading comprehension, expressive writing, content instruction, and management.

SPED 575 Behavior Interventions in Special Education (3 credits)

This course will focus on the background, basic principles and techniques necessary for effective development of behavior with special needs students. Emphasis will be placed on behavioral procedures that have been found effective for individual and classroom use, including the ability to systematically observe and record student behavior. Other interventions and their applications to special education settings will also be considered. Introductory background information in special education is beneficial to succeed in this course.

SPED 582 Computers and the Special Needs Child (3 credits)

This course demonstrates the unique impact computers can have on the education of students with a wide spectrum of special needs. Students review psychological perspectives on special education and computer techniques as tools to aid that education. Moderate and low-incidence severe handicaps are considered along with milder school disabilities. Introductory background information in special education is beneficial to succeed in this course.

SPED 590 Teaching the Gifted Child (3 credits)

Meeting the special needs of gifted children with a three-stage teacher training model allowing students to design curriculum which will develop critical and creative thought. Working in small groups, students will shape their ideas to address the special needs of the gifted in both mainstream and separate program settings.

SPED 593 Practicum: Severe Disabilities (6 or 12 credits)

Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the department

This practicum involves a minimum of 150 hours to earn 6 credits or a minimum of 300 hours to earn twelve credits. Candidates will teach in the role of the licensure sought under the direction of a qualified cooperating practitioner and college supervisor. This practicum can be repeated for a total of 12 credits. *Fall and spring semesters*

SPED 594 Practicum: Moderate Disabilities (PreK-8) (6 or 12 credits)

Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the department

This practicum involves a minimum of 150 hours to earn 6 credits or a minimum of 300 hours to earn twelve credits. Candidates will teach in the role and at the level of licensure sought (PreK-8) under the direction of a qualified practitioner and college supervisor. This practicum can be repeated for a total of 12 credits. *Every semester*

SPED 595 Practicum: Moderate Disabilities (5-12) (6 or 12 credits)

Prerequisite: Acceptance and retention in the Professional Education Program and satisfactory completion of program requirements and consent of the department

This practicum involves a minimum of 150 hours to earn 6 credits or a minimum of 300 hours to earn twelve credits. Candidates will teach in the role and at the level of licensure sought (5-12) under the direction of a qualified practitioner and college supervisor. This practicum can be repeated for a total of 12 credits. *Every semester*

Other Approved Courses:

SPED 418 Etiology, Dynamics and Treatment of Children with Behavioral Needs

SPED 422 Teaching Strategies for Severe Special Needs

SPED 428 Rehabilitation and Special Education

SPED 430 Workshop in Adult Special Education

SPED 439 Diagnostic Techniques for Special Educators

SPED 440 Identification, Assessment & Development of Individualized Educational Programs (I.E.P.) For Vocational Education

SPED 441 Strategies and Methods for Special Needs Students in Vocational Education

SPED 502 Research

SPED 536 Development of Auditory and Visual Perceptual Skills in Young Children

SPED 541 Non-Discriminatory Assessment I

SPED 543 Non-Discriminatory Assessment II

SPED 545 Individual Education Planning in Bilingual Program Development and Instructional Alternatives

SPED 548 Special Education Practicum (Working with Bilingual Children)

SPED 549 Special Education Internship (Working with Bilingual Children)

THEATER ARTS (THEA)

†Note: From the one-credit cocurricular activities, COMM 110, THEA 140, THEA 155, and THEA 185, and from any and all cocurricular activities for which the college grants credit, a student may accumulate not more than one credit per semester (two per year) nor more than six per four-year degree program. Exception: All one credit co-curricular and Physical Education activity courses that are required for students officially enrolled in an approved major, concentration or minor may be counted towards graduation.

THEA 110 Theater Appreciation (3 credits)

This course introduces the student to the roles of theater artists, the special nature of live theatrical performances, the art of theater as an expression of human experience and to the richness and variety of the heritage of the theater. Theater attendance is required. This course is suitable for students from a variety of majors other than theater seeking a basic knowledge of theater. *Either semester (CFPA)*

THEA 115 Play Production (3 credits)

This course introduces the student to the processes involved in the creation of theater art. The student develops an understanding of the aesthetics and conventions of the theatrical event through observation and structured applied experience in the basic practices involved in planning and performing. Theater attendance is required and additional laboratory time is required. Theater arts majors must complete this course within the first 30 credits to receive degree credit. *Either semester (CFPA)*

THEA 120 Introduction to Acting (3 credits)

This course is an introduction to and provides practice in the various components of stage acting, through an exploration of self-awareness, vocal and physical concerns of the actor, basic acting theory, characterization, script analysis, as well as scene and monologue performances. Theater attendance is required. (Not open to Theater Arts majors.) (CFPA)

†THEA 140 Theater Performance Practicum (1 credit)

Credit is given for 60 or more hours per semester of rehearsal and performance time in a major production. Audition is required. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

*THEA/PHED 146 Dance Appreciation (3 credits)

This course is designed to explore the basic components of dance and to enable students to appreciate the art of dance as an informed audience and as participants in its rich variety. (CFPA)

†*THEA/PHED 155 Dance Practicum (1 credit)

In this class students will choreograph and rehearse dances for a concert performance. Concurrent enrollment in a dance class is strongly advised. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Fall semester is open to all; spring semester is open by audition only*

*Offered for credit in both the Theater and Dance Department and the Movement Arts, Health Promotion and Leisure Studies Department.

THEA 156 Voice and Movement for Acting (3 credits)

This course integrates two important techniques to the art of acting: voice and movement for the stage. Students will learn proper vocal and movement techniques and habits, including those associated with posture, breath support, phonation, resonance, projection, physical characterization, and musical theater dance through an integrative approach. An introduction to Laban Theory will be provided as a means towards characterization, movement, and vocal choices. Meets 5 hours weekly. *Offered once yearly*

†THEA 170 Technical Theater Practicum (1 credit)

Prerequisite: Consent of the instructor

Credit is given for 60 or more hours per semester of technical work on a major production. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

THEA 172 Theater Costume Practicum (1 credit)

Prerequisite: Consent of the instructor

Credit is given for 60 or more hours per semester of work in costume production for theater and dance. One of the required four-practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. *Either semester*

†THEA 185 Theater Management Practicum (1 credit)

Prerequisite: Consent of the instructor

Credit is given for 60 or more hours per semester of work in audience development, publicity, box office and house management activity in connection with departmental productions. One of the required four practicum credit hours must be earned in this course. Attendance at an organizational meeting is required at the beginning of each semester. Graded on a (P) Pass/(N) No Pass basis. This course may be repeated. *Either semester*

THEA 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

THEA 210 Oral Interpretation (3 credits)

Analysis and oral reading of prose, poetry and drama; individual and group forms, theory and practice. (CSPK)

THEA 220 Play Analysis for Production (3 credits)

The objective of the course is to train theater artists in methods of play analysis for production, which can be applied to diverse periods and styles. The works explored range through early Greek, Elizabethan, Neoclassicism, Realism, and Post-Realism. Theater attendance is required. *Fall semester*

THEA 222 Asian Theater (3 credits)

This course introduces the student to the theater of several Asian cultures and their aesthetic foundations in myth and ritual. Included are Sanskrit, Chinese, Japanese and other Asiatic traditions. *Spring semester* (CFPA; CGCL; CMCL)

THEA 226 Children's Theater (3 credits)

Theater for the child audience: the study of styles and structures for children's Theater and analysis of representative Theater pieces for children. Opportunity for performing selected pieces. (CFPA)

THEA 230 Creative Dramatics (3 credits)

This course develops creative faculties through the use of dramatic play in laboratory sessions as well as classroom activity. *Offered alternate years*

THEA 236 The American Musical Theater (3 credits)

Major trends in the evolution of the American Musical Theater from its origin to the contemporary Broadway musical. Examination of major works of leading composers, librettists, performers, producers and choreographers. (CFPA; CWRT)

THEA 242 Acting I (3 credits)

Development of appreciation and basic skills in the fundamentals of acting. Introduction to established systems of acting and to character and script analysis. Theater attendance is required. *Spring semester*

THEA 243 Acting II (3 credits)

Prerequisite: THEA 242 or consent of the instructor
Advanced problems and projects, with intensive scene analysis and character analysis. Theater attendance is required. *Offered alternate years*

THEA 247 Performing the Musical (3 credits)

The course is a laboratory experience in the performance of musical theater. The student studies the aspects of movement, singing, and acting as they are unique to musical theatre performance. Songs, dances, and scenes will be staged, directed and critiqued.

***THEA/PHED 251 Dance History (3 credits)**

Examination of dance as a social and artistic force from primitive to modern times. Class will include lecture and film as well as performance of dances in historical styles.

***THEA/PHED 255 Creative Dance I (3 credits)**

This course investigates the theory of dance through participation, composition, lecture, discussion and film. Students learn about the elements of space, time, force, movement and style.

**Offered for credit in both the Theater and Dance Department and the Movement Arts, Health Promotion and Leisure Studies Department.*

***THEA/PHED 256 Creative Dance II (3 credits)**

Prerequisite: THEA/PHED 255

The use of basic elements of dance to form a set movement composition. Exercises in choreography and experiences in setting a dance for performance. *Spring semester*

***THEA/PHED 259 Dance Repertory (1 credit)**

Students are taught a major choreographic work and rehearse it for performance. *Spring semester*

THEA/PHED 260 World Dance (3 credits)

An introductory overview to some of the major dance traditions of the world, with emphasis on Asia, the Pacific, Africa and the Arctic. *Offered once yearly* (CFPA; CGCL)

THEA 265 Stage Costuming (3 credits)

This course covers principles and techniques of costuming for the stage, including design and construction of costumes and organization of costuming for theatrical production. Meets 5 hours weekly. *Offered alternate years*

THEA 272 Scenography I (3 credits)

Prerequisite: THEA 220 recommended

Theory and practice of designing and planning scenery and lighting for the stage. This course addresses the development of design ideas, period and design research, skills and techniques of visual communication of design, and production planning and execution. Meets five hours per week. *Spring semester*

THEA 278 Scene Design (3 credits)

Prerequisite: THEA 272

Theory and practice of designing for stage productions.

THEA 280 Theater Management (3 credits)

This course covers the business aspects of theatrical production: publicity, programs, financing, ticket sales and house management.

THEA 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: _____199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if _____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

THEA 299 Second Year Seminar (Writing Intensive) (3 credits)

Prerequisite: _____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if _____298 is taken for credit.

Note: This section is arranged in course number order. See pages 244-245 (course prefix key) for assistance in locating department sections.

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

THEA 338-339 Honors Tutorial (3 credits each semester)

Prerequisite: Consent of the department

Special topics in Theater Arts. Open to Commonwealth and Departmental Honors students. Three hourly meetings weekly. *THEA 338 fall semester, THEA 339 spring semester*

THEA 343 Acting for the Camera (3 credits)

Prerequisite: COMM 130 or consent of instructor

This course develops specialized techniques necessary for performance as an actor for film or television.

***THEA 346 Speech and Text for the Actor (3 credits)**

Prerequisite: THEA 156 and THEA 242

This course will provide comprehensive training in "Standard American Speech." Students will study textual analysis of dramatic literature with respect to vocal interpretation and a system for achieving stage dialects.

THEA 347 Laboratory Theater Production (3 credits)

Prerequisite: Junior or senior standing

Analysis and practice in selection of play scripts, acting and directing techniques in rehearsal, culminating in the performance of a production. Entrance to the course is by audition or interview. May be taken twice for credit. *Fall semester*

THEA 348 Acting Shakespeare (3 credits)

Prerequisite: THEA 242 and THEA 243; and either THEA 156 or COMM 210

Exploration and practice of performing Shakespeare. Theory analysis of rhythms, timber, phonetics and poetic devices for performance; scenes, monologues and written analysis. *Spring semester*

THEA 349 Comedy on Stage (3 credits)

Prerequisite: THEA 242 or consent of the instructor

Analysis and practice of theatrical comedy, including techniques appropriate to the interpretation and presentation of humorous dramatic scenes in the classroom. *Offered alternate years*

THEA 353 Creative Dance for Children (3 credits)

Prerequisite: PHED 281 or consent of the instructor

The study and experience of dance as a creative art activity for children. For those planning to work with children in schools, camps, community centers or enrichment programs.

*Offered for credit in both the Theater and Dance Department and the Movement Arts, Health Promotion and Leisure Studies Department.

†May be taken for graduate level credit.

***THEA/PHED 357 Dance Production Theory (2 credits)**

Prerequisite: THEA/PHED 255 and THEA/PHED 256, or consent of the instructor

This course provides the opportunity to choreograph and plan the presentation of a major dance work. Lectures and practical assignments in choreography and stagecraft for dance result in a plan for a dance piece. *Fall semester*

***THEA/PHED 358 Dance Production Techniques (1 credit)**

Provides students the opportunity to set a choreographed work for dancers and rehearse for presentation. *Spring semester*

THEA 359 Dance Ensemble Practicum (1 credit)

Prerequisite: Open to sophomores and above and second semester transfer students. Audition required.

The Dance Ensemble is a pre-professional college company that prepares students technically to perform at various events including competitions and other dance productions. The Dance Ensemble also has a community outreach component, in which the company plans and orchestrates workshops with local schools and other institutions. Admittance to the Dance Ensemble is by audition only and is for the serious dancer and dance educator. Students who participate in the Dance Ensemble must commit to rehearsals, performances, fundraisers, outreach projects and group events. Students must be either concurrently enrolled in THEA 155 or commit to technical support of its concert. The class carries one credit and may be repeated a total of five times.

THEA 376 Stage Lighting (3 credits)

Materials and techniques fundamental to contemporary stage lighting; analysis of the principles of design as they relate to contemporary theater production. *Offered alternate years*

THEA 399 Topical Studies (3 credits)

Variable contemporary topics in theater. This course may be repeated for different topics. *Either semester*

THEA 421 Theater History I (3 credits†)

Trends in dramatic and theatrical developments throughout the western world from ancient Greece to the 17th century. *Fall semester*

THEA 422 Theater History II (3 credits†)

Trends in dramatic and theatrical developments throughout the western world from the 17th century to the present. *Spring semester*

THEA 430 Playwriting (3 credits†)

Appreciation of the nature of the play as an art form. Analysis of plays of various types. Practice in writing.

THEA 431 Directing I (3 credits†)

Prerequisite: THEA 220, THEA 242 or consent of the instructor

Basic knowledge and techniques for the beginning director. Play analysis, composition, movement, characterization and rehearsal. *Spring semester*

THEA 432 Directing II (3 credits†)

Prerequisite: THEA 220, THEA 242, THEA 431 or consent of instructor

This course considers the principles of direction and various theories of direction with practical experience in directing scenes for the stage.

THEA 442 Acting Styles (3 credits†)

Prerequisite: THEA 156, THEA 242, THEA 243

Analysis and practice of styles of acting and staging methods of selected historical periods and modern movements considered classics in the development of theater, including the Greek, Elizabethan, Restoration, Georgian, and neoclassic periods and schools, and the works of such as Ionesco, Brecht, Beckett, and Moliere. Improvisations, scenes, monologues. Theater attendance is required.

THEA 452 Ballet Pedagogy (3 credits)

Prerequisite: Minimum of intermediate level ballet training

The course is based on fundamental ballet technique, the foundation of all dance training. It is intended to prepare the prospective dance teacher with the skills with which to provide safe and accurate dance training.

THEA 453 Dance Methodology (3 credits)

Prospective teachers of dance will learn the various methods of teaching modern dance, jazz, and tap dance as well as social, folk and square dance and improvisation and composition. Emphasis will be on safe and correct techniques of teaching dance. Practical experiences in teaching will accompany lectures and discussion.

THEA 455 Audition Techniques (3 credits)

Prerequisite: THEA 156, THEA 242, and THEA 243

This course explores and practices audition theory and techniques. Audition pieces of various styles and periods are developed and critiqued. Different formats for auditions are utilized.

THEA 495 Seminar in Contemporary Theater (2 credits†)

Prerequisite: Senior standing, theater concentration

This is a required capstone course for students graduating with a concentration in theater. The course deals with issues in contemporary theater and practical matters surrounding careers in theater. Recital, portfolio, or thesis is required. Theater attendance is required. *Fall semester*

THEA 496 Seminar in Theater, Dance and Speech Communication (3 credits†)

This course is designed to prepare the teacher of communication, Theater and dance for certification in communication and performing arts. It will address the interrelationships among the three areas as well as current trends and research in all three specialties.

THEA 497 Advanced Individual Projects (1-3 credits†)

Prerequisite: Junior standing; consent of faculty supervisor; additional course prerequisites depend on project

The student contracts with faculty to explore learning activities of a creative nature beyond the scope of regular course offerings.

†May be taken for graduate level credit.

THEA 498 Internship in Theater (3-15 credits)

Prerequisite: Consent of the department; formal application required

A non-classroom experience designed for a limited number of junior and senior majors to complement their academic preparation. Graded on a (P) Pass/(N) No Pass basis. *Either semester*

THEA 499 Directed Study in Theater (1-3 credits)

Prerequisite: Consent of the department; formal application required

Open to juniors and seniors who have demonstrated critical and analytical abilities in their studies and who wish to pursue a project independently. May be taken twice for a maximum of six credits. *Either semester*

Other Approved Courses:

THEA 160 Stage Make-up
THEA 175 Design Techniques for the Stage
THEA 211 Voice Production for Theater
THEA 241 Improvisational Acting
THEA 282 Community Theater
THEA 356 Advanced Movement for the Actor
THEA 372 Scenography II
THEA 485 Honors Thesis
THEA 502 Research
THEA 503 Directed Study

WOMEN'S AND GENDER STUDIES (WMST)

WMST 199 First Year Seminar (3 credits)

Prerequisite: Open to all freshmen with a writing placement score of 3 or above or a SAT score of 500 or above. Students with 24 or more transfer credits will have this requirement waived.

First Year Seminars (FYS) are writing-intensive, topic courses that introduce students to academic thought, discourse and practices. FYS courses prepare and orient students toward productive and fulfilling college careers by actively engaging them in a specific academic area of interest. Students will improve their writing, reading, research, and basic information and technology skills while learning to work both collaboratively and independently. These courses will fulfill the First Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one FYS course may be taken for credit. (CFYS)

WMST/INTD 240 Critical Perspectives in Women's Studies (3 credits)

This course introduces students to the historical background and theoretical frameworks of women's studies. Central to the course is an analysis of the range of feminist scholarship, and the intersections of gender, race, class and sexuality. Students will examine contemporary issues in women's studies and the implications of feminist thought for society and the individual. *Spring semester*

WMST 298 Second Year Seminar (Speaking Intensive) (3 credits)

Prerequisite: ____ 199; Open to all sophomores and juniors who have completed ENGL 101, and the speaking skills requirement. Students with 54 or more transfer credits will have this requirement waived.

Cannot be taken if ____299 is taken for credit.

Second Year Seminars (SYS) are speaking-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their speaking, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**WMST 299 Second Year Seminar (Writing Intensive)
(3 credits)**

Prerequisite: ____199; Open to all sophomores and juniors who have completed ENGL 101 and ENGL 102. Students with 54 or more transfer credits will have this requirement waived. Cannot be taken if ____298 is taken for credit.

Second Year Seminars (SYS) are writing-intensive, topic courses that build on the academic skills and habits introduced in the First Year Seminar. SYS courses engage students in a specific academic area of interest and provide them with the opportunity to reinforce, share and interpret knowledge. Students will improve their writing, reading, research, and basic information and technology skills while building the connections between scholarship and action that are required for lifelong learning. These courses will fulfill the Second Year Seminar requirement and may fulfill other requirements for the Core Curriculum. Each course may fulfill different requirements and topics may change each semester. Only one SYS course may be taken for credit. (CSYS)

**WMST/SCWK 304 The Psychosocial Development
of Women (3 credits)**

This course will provide an introduction to "women's reality" in terms of current research on women's values and needs. The course will cover such topics as power and conflict, sexuality and intimacy, creativity, ethnicity and the effects of oppression as well as the emotional problems which appear to affect women, e.g. depression, eating disorders, etc.

WMST/PHED 365 Women in Sports (3 credits)

Prerequisite: 3 Core Curriculum Requirement credits in behavioral science

This course investigates the sport-women relationship from a physiological, historical and socio-cultural perspective. In doing so, it examines images, attitudes and structures that affect the involvement of women in sport and exercise and restrict/enhance their personal and professional potential.

Other Approved Courses:

WMST/INTD 230 Introduction to Women's Studies

WMST/INTD 330 Issues and Perspectives in Women's
Studies

WMST/INTD 430 Seminar: Research Theory and Methods
in Women's Studies

Board of Trustees *Bridgewater State College*

Mr. Louis M. Ricciardi, Chairman

Mr. Matthew P. Keswick, Vice Chairman

Mr. Arthur C. George, Esquire, Secretary

Mr. Robert S. Carter

Ms. Terry Hart Cogan

Ms. Elissa Flynn-Poppey, Esquire

Ms. Kelly Carney Kelly

Mr. Richard Lucier

Ms. Jennifer Nassour, Esquire

Mr. Franklin P. Ollivierre

Mr. William Andrew Cullen, Student Trustee

Officers of the College

Dana Mohler-Faria

President

BA, MA (Boston University); EdD (University of Massachusetts Amherst)

William Davis

Vice President, Administration and Chief Information Officer

BS (University of Iowa); MA (Temple University)

Nancy Kleniewski

Provost and Vice President for Academic Affairs

AB (Emmanuel College); MA, PhD (Temple University)

Edward Minnock

Vice President, External Affairs

BS (University of Tampa); MS (Emporia State University); PhD (Kansas State University)

D. David Ostroth

Vice President, Student Affairs

BA (Allegheny College); MC (Arizona State University); PhD (Michigan State University)

Molly Fannon Williams

Vice President, Institutional Advancement and Executive Director of the Foundation

BA (Mills College); MA (The American University in Washington); MEd (University of Massachusetts Boston)

Anna Bradfield

Dean, School of Education and Allied Studies

BSE (Stephen F. Austin State University); MEd (Peabody College of Vanderbilt University); EdD (Vanderbilt University)

Howard London

Dean, School of Arts and Sciences

BA (Bowdoin College); MA, PhD (Boston College)

Catherine Morgan

Dean, School of Business

BS (Jacksonville State University); PhD (University of South Carolina)

William Smith

Interim Dean, School of Graduate Studies

BS, MA (Appalachian State University); PhD (Duquesne University)

Administrative and Other College Offices*

ACADEMIC ACHIEVEMENT CENTER/

ACADEMIC ADVISING

Maxwell Library, Ground Floor
508.531.1214
(TDD) 531-6113

ACADEMIC AFFAIRS

Boyden Hall, Room 104
508.531.1295

ADMINISTRATION

Boyden Hall, Room 100
508.531.1207

ADMINISTRATIVE SYSTEMS (INFORMATION TECHNOLOGY)

Boyden Hall, Room 011
508.531.2622

ADMISSIONS (UNDERGRADUATE)

Gates House
508.531.1237
(TDD) 508.531.1357

ADMISSIONS (GRADUATE)

Maxwell Library, Room L19
508.531.1300

AFFIRMATIVE ACTION/MINORITY AFFAIRS AND EQUAL OPPORTUNITY

Boyden Hall, Room 226
508.531.1241

ALUMNI RELATIONS

Davis Alumni Center
508.531.2695

ARTS AND SCIENCES, SCHOOL OF

Maxwell Library, Room 101
508.531.1218

ATHLETICS

Adrian Tinsley Center, Room 200A
508.531.1352

BOARD OF TRUSTEES

Boyden Hall, Room 217
508.531.1701

BOOKSTORE

East Campus Commons
508.531.6198

BURNELL CAMPUS SCHOOL

Burnell School, Room 119
508.531.1315

BUSINESS, SCHOOL OF

Harrington Hall, Room 104
508.531.6151

CAMPUS CENTER

Campus Center, Room 111
508.531.1275

CAMPUS JUDICIAL PROGRAMS

Boyden Hall, Room 106
508.531.1276
(TDD) 508.531.1384

CAMPUS POLICE

Great Hill Drive
Emergency 911
Non-emergency 508.531.1212
(TDD) 508.531.6111

CAREER SERVICES

Rondileau Campus Center, Room 008
508.531.1328

CENTER FOR MULTICULTURAL AND INTERNATIONAL AFFAIRS

Rondileau Campus Center, Room 101
508.531.6166

CHILDREN'S CENTER (DAYCARE)

Burnell Campus School, Room 135
508.531.1244

COLLEGE AND COMMUNITY PARTNERSHIPS

Moakley Center
508.531.1794

COLLEGE INFORMATION SYSTEMS

Boyden Hall, Room 011
508.531.2047

*For detailed information see the on-line Campus Directory at www.bridgew.edu/directory

Note: See Catalog Web Addenda at www.bridgew.edu/catalog/addenda/ as that information supersedes the published version of this catalog.

CONFERENCE AND EVENTS SERVICES

Campus Center, Room 108
 508.531.6139

CONTINUING AND DISTANCE EDUCATION

Moakley Center, Room 211
 508.531.6141

COPY CENTER

Tillinghast Hall, Room 030
 508.531.2165

COUNSELING CENTER

Tillinghast Hall, Room 013
 508.531.1331
 (TDD) 508.531.6116

**DEVELOPMENT AND INSTITUTIONAL
ADVANCEMENT**

Davis Alumni Center
 508.531.2690

DISABILITY RESOURCES

Maxwell Library, Room L001
 508.531.1713
 (TDD) 508.531.6113

EDUCATION AND ALLIED STUDIES, SCHOOL OF

Hart Hall, Room 124
 508.531.1347

EXTERNAL AFFAIRS

Boyden Hall, Room 210
 508.531.6189

FACILITIES

Operations Center
 508.531.1345

FACILITIES MANAGEMENT AND PLANNING

Boyden Hall, 2nd Floor
 508.531.2750

FINANCIAL AID

Tillinghast Hall, Room 100B
 508.531.1341

FISCAL AFFAIRS

Boyden Hall, Room 109
 508.531.1217

FOOD SERVICE

Tillinghast Hall, Room 103
 508.531.2164

GRADUATE STUDIES, SCHOOL OF

Maxwell Library, Room L19
 508.531.2809

GRANTS AND SPONSORED PROJECTS

Maxwell Library, Room 200
 508.531.1242

HEALTH SERVICES

Tillinghast Hall, Room 001
 508.531.1252
 (TDD) 508.531.6116

HONORS CENTER

Maxwell Library, Room 001
 508.531.1378

HUMAN RESOURCES

Boyden Hall, Room 103
 508.531.1324

INFORMATION TECHNOLOGY

Boyden Hall, Room 100
 508.531.1207

**INFORMATION TECHNOLOGY SUPPORT
SERVICES**

Maxwell Library, L011
 508.531.2880

INSTITUTE FOR REGIONAL DEVELOPMENT

Moakley Center, Room 211
 508.531.2419

INSTITUTIONAL RESEARCH AND ASSESSMENT

Boyden Hall, Room 206
 508.531.2380

INTERNATIONAL PROGRAMS

Maxwell Library, Room 100
 508.531.2294

LIBRARY SERVICES

Maxwell Library, Room 300
 508.531.1255

MAIL SERVICES

Tillinghast Hall, Room 022
 508.531.1770

OFF CAMPUS PROGRAMS

Maxwell Library, Room 021
508.531.6143

ORIENTATION

Rondileau Campus Center, Room 109
508.531.1273
(TDD) 508.531.6112

PARKING SERVICES AND CONNECT CARD

Hunt Hall, Room 10
508.531.2190

PRESIDENT'S OFFICE

Boyden Hall, Room 200
508.531.1201

PROFESSIONAL EDUCATION

Hart Hall, Room 124
508.531.1347
Licensure 508.531.1228
Field Experience 508.531.1227

PUBLIC AFFAIRS

Boyden Hall, Room 211
508.531.1335

REGIONAL OUTREACH

Moakley Center
508.531.1460

REGISTRAR'S OFFICE

Boyden Hall, Room 003
508.531.1231

RESIDENCE LIFE AND HOUSING

DiNardo Hall, Room 100
508.531.1277
(TDD) 508.531.6118

STUDENT ACCOUNTS

Boyden Hall, Room 107
508.531.1752

STUDENT AFFAIRS

Boyden Hall, Room 106
508.531.1276
(TDD) 508.531.1384

STUDENT EMPLOYMENT

Boyden Hall, Room 101
508.531.1232

STUDENT INVOLVEMENT AND LEADERSHIP

Rondileau Campus Center, Room 109
508.531.1273

TECHNOLOGY, SYSTEM AND NETWORKING

Boyden Hall, Room 009
508.531.2220

TESTING SERVICES

Maxwell Library, Ground Floor
508.531.1780

TRANSPORTATION

Operations Center
508.531.2094

VETERANS AFFAIRS

Tillinghast Hall, Room 100
508.531.2685

WEB SERVICES

Boyden Hall
508.531.2950

Faculty

Richard Abers

Associate Professor of Aviation Science and Chairperson of the Department of Aviation Science
BS (University of Illinois); MEd (University of New Hampshire)

Jabbar A. Al-Obaidi

Associate Professor of Communication and Chairperson of the Department of Communication Studies
BA (Baghdad University); MAE. (University of Hartford); PhD (The University of Michigan at Ann Arbor)

Arnaa Alcon

Assistant Professor of Social Work
BA (Amherst College); MSW. (Boston University); PhD (Brandeis University)

Robert G. Amey

Assistant Professor of Geography
BA (University of North Carolina at Wilmington); MA, PhD (University of Florida)

Marcia Kay Anderson*

Professor of Physical Education
BS (Upper Iowa University); MS (Indiana University); PhD (University of Iowa)

Charles Francis Angell

Professor of English
BA (Colby College); MA, PhD (University of Massachusetts at Amherst)

Martina B. Arndt

Associate Professor of Physics
BA (Wellesley College); MS, PhD (University of New Hampshire)

Jeffrey C. Asmus*

Associate Professor of Art
BFA (Birmingham-Southern College); MFA (Louisiana State University)

Jeanne Aurelio

Professor of Management
BA (University of South Florida); MBA, DBA (The George Washington University)

Saul H. Auslander*

Professor of Accounting and Finance
BS (U.S. Naval Academy); MBA (New York University)

Duilio O. J. Ayalamacedo

Associate Professor of Spanish
BA (University of Massachusetts at Boston); MA (Queens College, CUNY); PhD (Graduate School and University Center of the City University of New York)

NOTE: All faculty listed are full-time faculty 2006-2007

* Member of Graduate Faculty

Victoria L. Bacon*

Professor of Counselor Education
BA (Fitchburg State College); MA (Anna Maria College); CAGS, EdD (Northeastern University)

Louise Badiane

Assistant Professor of Anthropology
MA, PhD (University of Connecticut)

Ilter Bakkal

Assistant Professor of Economics
BA (Academy of Economics and Commerce, Istanbul); MBA (University of Istanbul); MS (Florida International University); MA, PhD (Northern Illinois University)

Tracy Anthony Baldrate*

Professor of Special Education
BS (Bridgewater State College); MEd (Boston College); EdD (University of Alabama)

Patricia C. Bancroft*

Associate Professor of Accounting and Chairperson of the Department of Accounting and Finance
BS (Providence College); MBA (University of Rhode Island); CPA; DBA (Nova Southeastern University)

Jordon Barkalow

Assistant Professor of Political Science
BA (Pacific University); MA, PhD (University of Houston)

Lisa Bianca Battaglini*

Professor of Special Education
BS (Bridgewater State College); MEd, PhD (Boston College)

Samuel Baumgarten

Professor of Physical Education and Chairperson of the Department of Movement Arts, Health Promotion and Leisure Studies
BA (Brown University); MA (New York University)

Barbara Bautz*

Professor of Education
BS (University of Wisconsin); MEd (University of North Carolina); PhD (University of Kansas)

Christopher Bloch

Assistant Professor of Biological Sciences
BS, MS (Old Dominion University); PhD (Texas Tech University)

John-Michael Bodi*

Assistant Professor of Education
B.F.A. (Ohio State University); MEd (University of Houston); PhD (The University of Texas at Austin)

Darcy Boellstorff

Assistant Professor of Geography
BS, MA, PhD (University of Nebraska at Lincoln)

Jeffery Bowen

Associate Professor of Biological Sciences
BS, MS (California State Polytechnic University); PhD (Texas A&M University)

Michael Boyd*

Associate Professor of English

BA, MA (University of Texas at Austin); PhD (University of Wisconsin at Madison)

Edward August Braun*

Professor of Physical Education

BS (Central Connecticut State College); MEd, EdD (Boston University)

Mark Brenner

Assistant Professor of Social Work

BA (University of Massachusetts at Amherst); MSW (Boston University); PhD (Simmons College)

Margaret Brooks*

Professor of Economics and Chairperson of the Department of Economics

BA, MA, PhD (Brown University)

Ann M. Brunjes*

Associate Professor of English

AB (Colgate University); PhD (New York University)

Edward J. Brush

Associate Professor of Chemistry and Chairperson of the Department of Chemical Sciences

BS (King's College); PhD (The Pennsylvania State University)

Jon L. Bryan

Professor of Management

BS, MBA (University of Massachusetts at Dartmouth); DEd (University of Massachusetts at Amherst)

Elaine Bukowiecki

Assistant Professor of Education

BS (Clark University); MA (Assumption College), CAGS (Lesley College); DEd (University of Massachusetts at Lowell)

Lydia J. Burak*

Associate Professor of Health

BA (University of Massachusetts at Amherst); MEd (Worcester State College); PhD (University of Oregon)

Heidi Burgiel

Assistant Professor of Mathematics

BS (Massachusetts Institute of Technology); PhD (University of Washington)

Gary Calhoun

Assistant Professor of Social Work

BA (Eastern Nazarene College); MA (University of Chicago); PhD (Boston College Graduate School of Social Work)

John A. Calicchia*

Associate Professor of Counselor Education

BA (University of Rhode Island); MA (University of Hartford); PhD (Northeastern University)

Walter F. Carroll*

Professor of Sociology

BA, MA, PhD (The American University)

Benjamin Carson*

Assistant Professor of English

BA (University of South Dakota); MA, PhD (University of Nebraska at Lincoln)

Michael J. Carson

Associate Professor of Biological Sciences

B.Sc. (University of Alberta); PhD (University of Washington)

Hang-Ling Chang

Professor of Mathematics and Computer Science

BS (National Chung-Hsing University); MS (Tsing-Swa University); MA (Columbia University); PhD (The University of Alabama)

Zon-I Chang

Professor of Mathematics and Computer Science

BS (National Chung-Hsing University); MS, PhD (University of Illinois at Urbana)

Gregory Chaplin*

Assistant Professor of English

BA (Albright College); PhD (The University of Texas at Austin)

Anthony Cicerone*

Professor of Economics

BA (Acadia University); MA, PhD (Northeastern University)

Robert Cicerone

Assistant Professor of Geology

BS (Northeastern University); MS (Boston College); MBA (Regis College); PhD (Massachusetts Institute of Technology)

Sandra Ciocci*

Professor of Communication Disorders and Coordinator of the Communication Disorders Program

BS, PhD (University of Massachusetts at Amherst); MEd (Northeastern University)

Sandra L. Clark

Professor of Geography

BA (Plymouth State College); MA (University of Colorado); PhD (Arizona State University)

Jodi H. Cohen

Assistant Professor of Sociology

BA (Colgate University); MA (Simmons College); PhD (Northeastern University)

Robert Colandreo

Assistant Professor of Physical Education

BS (Bridgewater State College); MSP.T. (Boston University); PhD (Boston University)

Mary Connor

Assistant Professor of Special Education

BA (Stonehill College); MEd (Bridgewater State College); DEd (Boston University)

* Member of Graduate Faculty

Rebecca B. Corwin

Associate Professor of Education

BA (Swarthmore College); EdM, EdD (Harvard University)

Veronica Coté

Assistant Professor of Aviation Science

BS (Bridgewater State College); MAS. (Embry-Riddle Aeronautical University) ATP, CF II

Craig S. Cowles*

Professor of Management

BS (University of Nebraska); MBA (University of Hartford); PhD (University of Kansas)

Michelle Cox

Instructor of English

BA, MA (University of New Hampshire)

Leigh Craven

Assistant Professor of Art

BFA (Cornell University); MFA (Rhode Island School of Design)

David Mallory Culver*

Professor of History

AB (Colgate University); MA, PhD (Boston University)

Thomas Michael Curley*

Professor of English

AB (Boston College); MA, PhD (Harvard University)

Kevin D. Curry*

Professor of Biological Sciences and Chairperson of the Department of Biological Sciences

BA (Central College); MS (University of Arizona); PhD (Purdue University)

Jo-Ann Della-Giustina

Assistant Professor of Criminal Justice

BA (Clark University); MA (Columbia College); JD (IIT Chicago-Kent College of Law); PhD (City University of New York Graduate Center)

Fang Deng

Assistant Professor of Sociology

BA (Capital University of Economics and Business, Beijing); MA (Peking University); PhD (University of Chicago)

Dion Dennis

Assistant Professor of Criminal Justice

BA (Northeastern Illinois University); MS, PhD (Arizona State University)

Edward F. Deveney

Associate Professor of Physics

BS, PhD (The University of Connecticut)

Arthur L. Dirks*

Professor of Theater Arts

BA (Fort Hays State College); MA (University of Kansas); MFA (Illinois State University); EdD (University of Massachusetts at Boston)

Kenneth Dobush

Associate Professor of Education

BFA (Fordham University); MS (College of Saint Rose); PhD (University of Albany)

Vernon Domingo*

Professor of Geography

BA (University of the Western Cape, S.A.); MA, PhD (Clark University)

Carleton M. Donchess*

Professor of Accounting and Finance

BS (Stonehill College); MBA (Babson College); MSA (Bentley College); CMA

Mary Dondero*

Assistant Professor of Art

BFA (Roger Williams University); MAT (Rhode Island School of Design); MFA (University of Massachusetts at Dartmouth)

Shannon Donovan*

Associate Professor of Finance

BA, MSF (Boston College); DBA (Nova Southeastern University)

Emily Douglas

Assistant Professor of Social Work

BA (Clark University); MS, PhD (University of Massachusetts at Boston)

Anne E. Doyle*

Assistant Professor of English

BA (Emmanuel College); MA (Boston College); PhD (University of Illinois at Chicago)

Roger T. Dunn*

Professor of Art

BA, BFA (Pennsylvania State University); MFA (Pratt Institute); PhD (Northwestern University)

Jason Edwards

Assistant Professor of Communication Studies

BA (Concordia College); MA (North Dakota State University); MA (Minnesota State University); PhD (Georgia State University)

Mahmoud El-Hashash

Associate Professor of Mathematics

BSc, MSc (Alexandria University, Egypt); PhD (Northeastern University)

Elizabeth Englander*

Professor of Psychology

BA (University of California at Berkeley); MA, PhD (University of Southern California)

Richard L.C. Enright

Professor of Geology

BA, MS, PhD (Rutgers University)

Kathryn Evans

Assistant Professor of English

BA (University of Chicago); MA, PhD (University of Illinois at Urbana-Champaign)

* Member of Graduate Faculty

Benedicta Eyemaro

Assistant Professor of Education

BSc, MSc (University of Benin); EdD (University of Massachusetts at Lowell)

Sandra Faiman-Silva*

Professor of Anthropology

BA (University of Massachusetts at Amherst); MA (University of Minnesota); PhD (Boston University)

Paul James Fairbanks*

Professor of Mathematics and Computer Science

BA (Bridgewater State College); MS (Southern Illinois University); DA (University of Northern Colorado)

Patricia Fanning

Associate Professor of Sociology and Chairperson of the Department of Sociology

BA (Wheaton College); MA, PhD (Boston College)

Michael F. Farley

Associate Professor of Aviation Science

BS (Bridgewater State College); MPA (San Diego State University)

Ruth D. Farrar*

Professor of Education

BA (Eastern Nazarene College); MS, EdD (Hofstra University)

Karen Fein

Assistant Professor of Social Work

BA (William Woods College); MSW (University of Michigan); PhD (State University of New York at Albany)

Mercer Fellouris*

Professor of Management

BS (Simmons College); MBA (University of Massachusetts at Dartmouth)

Fernanda Ferreira

Assistant Professor of Spanish and Portuguese, and Acting Chairperson of the Department of Foreign Languages

BA (Universidade Federal de Pernambuco, Recife); MA (University of Illinois at Urbana-Champaign); PhD (University of New Mexico)

Helene S. Fine*

Professor of Management

AB (University of Chicago); MEd (Chicago Consortium of Colleges and Universities with Concordia College); MS (University of Chicago); PhD (Northwestern University)

Robert Edward Fitzgibbons

Professor of Philosophy

AB (Tufts University); EdM (Temple University); PhD (Boston University)

Lucille M. Fortunato*

Professor of History

BA, MA (Bridgewater State College); PhD (Boston College)

Diana J. Fox

Associate Professor of Anthropology

BA (Oberlin College); MA (University of Arizona); PhD (University of Massachusetts at Amherst)

Julie Gendrich

Assistant Professor of Music

BS, MS (University of Illinois); PhD (Ohio State University)

Sabrina Gentlewarrior

Assistant Professor of Social Work

BSW (University of Wisconsin at Eau Claire); MSW (University of Wisconsin at Madison); PhD (Simmons College School of Social Work)

Ivana George

Assistant Professor of Art

BFA (Guilford College); MFA (The School of the Museum of Fine Arts/Tufts University)

Soma Ghosh

Assistant Professor of Economics

BSc (Scottish Church College); MSc (University of Calcutta); MA, PhD (Clark University)

Arnold R. Girdhar*

Professor of English

BA (Atlantic Union College); MA (Andrews University); PhD (Howard University)

Aviva Twersky Glasner

Assistant Professor of Criminal Justice

AA (Ocean County College); BA (Thomas Edison State College of New Jersey); MA (John Jay College of Criminal Justice)

Walter Joseph Gleason

Professor of Mathematics

BS (Boston State College); MA (Boston College)

Jude Gonsalvez

Assistant Professor of Social Work

BA (The American College); MA (Loyola College); MGL (Madurai Law College); PhD (Madras Christian College)

Frank R. Gorga*

Professor of Chemistry

BS (Adelphi University); PhD (Dartmouth College)

Louise Graham*

Associate Professor of Counselor Education

BS, MAT (Bridgewater State College); MA, PhD (Boston College)

Joshua R. Greenberg

Assistant Professor of History

BA (University of California at Santa Cruz); MA, PhD (American University)

* Member of Graduate Faculty

Steven Greenberg*

Professor of Education

BA, MEd (Northeastern University); EdD (University of Massachusetts at Amherst)

Martin Grossman

Assistant Professor of Management

BAS (Florida Atlantic University); MIBA; DBA (Nova Southeastern University)

Steven Haefner

Assistant Professor of Chemistry

BSc (University of California at Los Angeles); PhD (Michigan State University)

Ruth Therese Hannon*

Professor of Psychology and Chairperson of the Department of Psychology

BS (Wayne State University); PhD (Catholic University of America)

Janice Reimer Harris*

Professor of Physical Education

BS (University of Massachusetts at Amherst); MEd, EdD (Boston University)

Edward J. Hart*

Professor of Health

BS (West Chester State College); MS (West Virginia University); PhD (University of Maryland)

Robert W. Haslam*

Professor of Physical Education

BS (Northeastern University); MA, PhD (University of Maryland)

James Hayes-Bohanan†

Associate Professor of Geography and Chairperson of the Department of Geography

BS (University of Maryland/Baltimore County); MA (Miami University); PhD (University of Arizona)

Wendy Haynes

Associate Professor of Political Science

BS, MS (University of Oregon); PhD (Northeastern University)

Ward A. Heilman*

Associate Professor of Mathematics

BA, BS (State University of New York at New Paltz); MA (Pennsylvania State University); PhD (Northeastern University)

Robert A. Hellström

Assistant Professor of Geography

BS, MS, PhD (The Ohio State University)

Leonid Heretz*

Associate Professor of History

AB (Harvard College); AM, PhD (Harvard University)

Anne Hird*

Associate Professor of Education

BA (Brown University); MS (Simmons College); PhD (University of Rhode Island)

Curtiss R. Hoffman*

Professor of Anthropology and Chairperson of the Department of Anthropology

BA (Brandeis University); PhD (Yale University)

Andrew C. Holman*

Associate Professor of History

BA (McGill University); MA (McMaster University); PhD (York University)

Jonathan B. Holmes

Assistant Professor of Psychology

BA (University of Massachusetts at Amherst); MA, PhD (State University of New York at Stony Brook)

Susan Holton*

Professor of Communication

BS (Miami University); MA, PhD (Case Western Reserve University)

John W. Hooker

Assistant Professor of Art

BS (Missouri State University); MFA (University of Notre Dame)

Joseph Henry Huber*

Professor of Physical Education

BS (West Chester State College); MA (University of Maryland); PhD (Ohio State University)

J. Michael Hurley

Associate Professor of English

BS (North Dakota State University); MA (Indiana University); MAT (Bridgewater State College)

Michael Ierardi

Associate Professor of History

BA (Yale University); MA, PhD (University of California at Berkeley)

Ellen Ingmanson

Assistant Professor of Anthropology

BA (University of Colorado); MA, PhD (University of Oregon)

Bjorn Ingvoldstad

Assistant Professor of Communication

BA (Gustavus Adolphus College); MA (University of Texas at Austin)

John Curtis Jahoda*

Professor of Biological Sciences

BA (University of Connecticut); PhD (Oklahoma State University)

Edward Warren James

Professor of Philosophy

BA (Tufts University); PhD (University of Southern California)

Margaret Munson Johnson*

Professor of Psychology

BA (Macalester College); MA, PhD (Boston University)

Michael L. Jones

Assistant Professor of Economics

BA, MA, PhD (University of New Mexico)

Jinhong Jung

Assistant Professor of Physical Education

BEd, MEd (Seoul National University); PhD (University of Georgia at Athens)

* Member of Graduate Faculty

Yehia Kamel

Assistant Professor of Management

BC (Cairo University); MA, MBA (Central Michigan University);
PhD (Benedictine University)

Jeri Katz*

Associate Professor of Special Education

BS (University of Rhode Island); MEd (Bridgewater State College);
DEd (Boston College)

Mark Kemper

Assistant Professor of Political Science

BA (Northern Illinois University); MA, PhD (Ohio State University)

Sylvia Poster Keyes

Professor of Management and Chairperson of the Department of Management

BS, CAS (Northeastern University); MBA (Babson College)

Cielito M. King

Associate Professor of Chemistry

BS (University of the Philippines at Los Banos, Laguna); PhD (University of Cincinnati)

Teresa King

Assistant Professor of Psychology

BS, MA, PhD (University of Houston)

Lucinda King-Frode*

Associate Professor of Social Work

BA (Wheaton College); MSW (Simmons College); MBA (Boston College); PhD (Brandeis University)

Nancy Kleniewski

Professor of Sociology and Provost and Vice President for Academic Affairs

ABA (Emmanuel College); MA, PhD (Temple University)

Thomas Kling

Assistant Professor of Physics

BS (Loyola University of New Orleans); MS, PhD (University of Pittsburgh)

Michael Kocet*

Assistant Professor of Counselor Education

BLS, MA (Bowling Green State University); PhD (University of Arkansas)

Jean Louise Kreiling

Professor of Music

BA (College of William and Mary); MA (University of Virginia); BA (University of North Carolina at Greensboro); MA, PhD (University of North Carolina at Chapel Hill)

Merideth Krevosky

Assistant Professor of Biological Sciences

BS (Saint Mary's College); PhD (Loyola University Medical Center)

Michael Krol

Associate Professor of Geology

BS (State University of New York at Oneonta); MS (Bowling Green State University); PhD (Lehigh University)

Michael John Kryzanek*

Professor of Political Science

BA (Marquette University); MA, PhD (University of Massachusetts at Amherst)

John Kucich

Assistant Professor of English

BA (Princeton University); PhD (Harvard University)

Michelle LaBonte

Assistant Professor of Biological Sciences

BA (Princeton University); PhD (Harvard University)

Kathleen M. Laquale*

Associate Professor of Physical Education

BS, PhD (University of Rhode Island); MS (Indiana State University)

Rebecca Sonabend Leavitt*

Professor of Social Work and Chairperson of the Department of Social Work

BA (Butler University); MSS.S. (Boston University School of Social Work); PhD (Simmons College School of Social Work)

Deniz Leuenberger

Assistant Professor of Political Science

BA (Midland College); MPA, PhD (University of Nebraska at Omaha)

Leora Lev

Associate Professor of Spanish

BA (Brandeis University); MA, PhD (Harvard University)

William Charles Levin*

Professor of Sociology

BS, MS (Boston University); PhD (Northeastern University)

Stephen Mark Levine

Professor of Theater Arts

BA (Moravian College); MA, PhD (University of Denver)

Keith Lewinstein

Associate Professor of History

A.B. (University of California at Berkeley); MA, PhD (Princeton University)

Mitchell Librett

Assistant Professor of Criminal Justice

BFA (University of Arizona); PhD (City University of New York Graduate Center)

Joel Peter Litvin*

Professor of Communication

BA, MA (San Francisco State College); PhD (University of Denver)

Arthur E. Lizie, Jr.

Assistant Professor of Communication

BA (University of New Hampshire); MA (University of Massachusetts at Amherst); PhD (Temple University)

Daniel M. Lomba, Jr.

Assistant Professor of Economics

BS PhD (Northeastern University)

Howard B. London*

Professor of Sociology and Dean of the School of Arts and Sciences

BA (Bowdoin College); MA, PhD (Boston College)

* Member of Graduate Faculty

Rob Lorensen*

Associate Professor of Art

BFA (University of Northern Iowa); MFA (Northern Illinois University)

Torben Steen Lorenzen

Associate Professor of Computer Science

BA (Bates College); MS (University of Connecticut); MS (University of North Carolina at Chapel Hill)

Beverly B. Lovett*

Associate Professor of Social Work

BS (University of Massachusetts at Amherst); MSW (Simmons College School of Social Work); DSW (Tulane University)

Margaret A. Lowe*

Associate Professor of History

BA (University of Vermont); MA, PhD (University of Massachusetts at Amherst)

Christy P. Lyons

Assistant Professor of Counselor Education

BA (University of Oklahoma); MEd, PhD (Ohio University)

Kim Mac Innis*

Professor of Sociology

BA (St. Francis Xavier University); MS (Dalhousie University); PhD (Northeastern University)

Robert MacMillan*

Associate Professor of Special Education and Chairperson of the Department of Special Education and Communication Disorders

BS, MEd (Frostburg State College); MA (West Virginia University); EdD (University of Alabama)

Michael Makokian

Associate Professor of Mathematics and Computer Science

BA (Rhode Island College); MA (Rutgers University)

Patricia Mancini

Associate Professor of Biological Sciences

BA (Douglass College); MPhil, PhD (Yale University)

Emily Mann

Assistant Professor of Social Work

BA (State University of New York at Geneseo); MSSW, PhD (University of Wisconsin at Madison)

Anna Martin-Jearld*

Professor of Social Work

BA (Ohio Dominican College); MSW, PhD (University of Pittsburgh)

John Marvelle*

Professor of Education

BA, MEd (Bridgewater State College); EdD (University of Massachusetts at Amherst)

Laura McAlinden

Assistant Professor of Philosophy

BA (Mount Holyoke College); MA, PhD (University of Wisconsin at Madison)

Thomas J. Mickey*

Professor of Communication

BA, MA (Mount Carmel College); MS (Boston University); PhD (University of Iowa)

Susan Jane Miskelly

Associate Professor of Communication

BA (Towson State College); MA (Bowling Green State University)

Brenda Molife*

Assistant Professor of Art and Chairperson of the Department of Art

BA (University of Illinois); MA (Art History), MA (Library Science), PhD (University of Iowa)

Lee Mondshein

Assistant Professor of Computer Science

AB (Drew University); AM, PhD (Harvard University)

F. Hardy Moore*

Professor of Biological Sciences

BA (Denison University); PhD (University of Wisconsin)

Thomas Eugene Moore*

Professor of Mathematics and Computer Science

AB (Stonehill College); MS (University of Notre Dame)

Nancy Moses*

Professor of Dance

BS, MS (Iowa State University); EdD (Boston University)

Shaheen Mozaaffar*

Professor of Political Science

BA, MA (Bowling Green State University); PhD (Miami University)

Atandra Mukhopadhyay

Associate Professor of Foreign Languages

BA, MA (Jadavpur University); BA (Jawaharlal Nehru University); MA (Indiana State University); PhD (Pennsylvania State University)

Dorothy Mulcahy

Professor of Management

BA (Boston University); MBA (Boston College); PhD (Northeastern University)

Anne Murtagh*

Assistant Professor of Psychology

BA (Rutgers College of South Jersey); MA (Temple University); MA, PhD (University of Montana)

Michael Murtagh*

Assistant Professor of Psychology

BS (James Madison University); MS (Villanova University); PhD (University of Montana)

Sandra Neargarder*

Associate Professor of Psychology

BS (Wright State University); MA, PhD (Vanderbilt University)

John R. Nee

Associate Professor of Mathematics and Computer Science

BA, MA (Northeastern University); MA (Boston University)

* Member of Graduate Faculty

Gregory D. Nelson*

Associate Professor of Education
BA (Rice University); MA, PhD (University of Washington)

Stephen Nelson

Assistant Professor of Education
AB (Gettysburg College); MARS (Hartford Seminary); MDiv (Andover Newton Theological School); PhD (University of Connecticut)

Deborah Nemko

Assistant Professor of Music
BM (University of Illinois, Urbana-Champaign); MM (Arizona State University); DMA (University of Arizona)

Thanh Nguyen*

Assistant Professor of Education
BA (University of Massachusetts at Boston); EdM, EdD (Harvard University)

Jeffrey P. Nicholas

Associate Professor of Psychology
BS (Salem State College); MS, PhD (Purdue University)

Carol Nicholeris

Professor of Music
BA, DMA (Boston University); MAT (Bridgewater State College)

Chifuru Noda

Assistant Professor of Chemistry
BSc, MSc (Kobe University); PhD (Stanford University)

Mercedes Nunez*

Professor of Art
BFA, MFA (University of Miami)

Amos O. Nwosu*

Professor of Health
BS (University of Nigeria); MS (University of South Carolina); PhD (Texas Woman's University)

Erin O'Connor

Assistant Professor of History
BA (Brandeis University); PhD (Boston College)

Orlando Olivares*

Associate Professor of Psychology
BS (Regis University); MS (New Mexico Highlands University); PhD (Texas A & M University)

David O'Malley

Assistant Professor of Social Work
BS (University of Connecticut); MDiv (Yale University Divinity School); MSW (Southern Connecticut State University); PhD (Case Western Reserve University)

Tracy L. Osborn

Assistant Professor of Political Science
BA (Loyola University); PhD (Indiana University)

Nancy Owens

Associate Professor of Communication
BS (Emerson College); MA, PhD (Indiana University)

Donald Padgett

Associate Professor of Biological Sciences
BS (Susquehanna University); MS PhD (University of New Hampshire)

Karen Pagnano

Assistant Professor of Physical Education
BS (Springfield College); MS (Indiana State University)

Glenn Pavlicek*

Professor of Mathematics and Computer Science
ScB (Brown University); MS, PhD (Northeastern University)

Nancy Paxcia-Bibbins

Associate Professor of Music
BS (Indiana University of Pennsylvania); MA (University of Iowa); DA (Ball State University)

Carolyn Petrosino

Associate Professor of Criminal Justice and Chairperson of the Department of Criminal Justice
BA (Howard University); MSW, PhD (Rutgers University)

Evelyn L. Pezzulich*

Professor of English and Chairperson of the Department of English
BA, MA, DA (The Catholic University)

Magaly Ponce

Assistant Professor of Art
Licenciatura en Diseño Grafico (Universidad de Valparaiso); MFA (Syracuse University)

Lois E. Poule

Professor of English
AB (Emmanuel College); MA, PhD (Indiana University)

Dorothy May Pulsifer*

Associate Professor of Art
BS, MEd (University of Massachusetts at Amherst)

Francine Quaglio

Professor of Philosophy
BA (Douglass College, Rutgers University); PhD (Drew University)

Richard Wayne Quindley*

Associate Professor of Mathematics and Chairperson of the Department of Mathematics and Computer Science
AB, MS (Northeastern University)

James W. Quinn

Associate Professor of Theater Arts
BFA (Boston University School of Fine Arts); MFA (Yale University School of Drama)

Suzanne Ramczyk*

Professor of Theater Arts
BA (San Jose University); MA, PhD (University of Oregon)

* Member of Graduate Faculty

Madhusudana N. Rao*

Associate Professor of Geography
BCom (Andhra University); MPhil, MA (Jawaharlal Nehru University); PhD (Kent State University)

Maxine L. Rawlins*

Professor of Education and Chairperson of the Department of Counselor Education
BS (Tufts University); PhD, EdM (University of Rochester)

David Bruce Richards*

Professor of Psychology
BA (University of Missouri); MA, PhD (Clark University)

Ellyn M. Robinson*

Associate Professor of Physical Education
BS, MS (Bridgewater State College); DPE (Springfield College)

Maura Rosenthal

Assistant Professor of Physical Education
BA (Emory University); MA (George Washington University); PhD (University of Minnesota)

Stanley Ross

Assistant Professor of Management
BA (Boston University); MEd (University of Arizona); PhD (State University of New York at Buffalo)

Pamela J. Russell*

Associate Professor of Physical Education
BS (University of New Hampshire); MS (Washington State University); PhD (University of Maryland at College Park)

Peter J. Saccoccia

Associate Professor of Geology
BA (Colby College); MS, PhD (University of Minnesota)

Salil Sachdev

Associate Professor of Music and Chairperson of the Department of Music
BA (Delhi University); MA (Northwestern University); MM (Ohio University); DMA (University of Miami)

John F. Santore

Assistant Professor of Computer Science
BA (University of Rochester); MS, PhD (State University of New York at Buffalo)

Abdul Sattar*

Assistant Professor of Mathematics and Computer Science
MS (University of Karachi, Pakistan); MA (University of Massachusetts at Boston); MA (Northeastern University)

Preston Saunders*

Assistant Professor of Art
BFA (Shorter College); MFA (Rochester Institute of Technology)

Ignatius Philip Scalisi*

Professor of Mathematics and Computer Science
BS, MS (Northeastern University)

Phyllis Schnitman

Assistant Professor of Education
BA (Hood College); MA (Columbia University); EdM (Harvard University); EdD (University of Massachusetts at Lowell)

Lea J. Schoen

Assistant Professor of Early Childhood Education
BS (Miami University); MEd (University of Louisville); PhD (Boston College)

George Serra*

Professor of Political Science and Chairperson of the Department of Political Science
BA, MA, PhD (State University of New York at Stony Brook)

Kathleen M. Sevigny*

Professor of Accounting
BA (Bates College); MBA (Babson College); MSA (Bentley College)

Raman Seylon

Assistant Professor of History
BA (University of Toledo); MA, PhD (University of Toronto)

Henry Shaffer

Associate Professor of Theater and Chairperson of the Department of Theater and Dance
BA (Georgetown University); MFA (Carnegie-Mellon University)

Uma Shama*

Professor of Mathematics and Computer Science
BS, MS (Bangalore University); MS, PhD (University of Connecticut)

Mary E. Shorey*

Associate Professor of Education
BS (University of Maine); MEd (Utah State University); PhD (The Ohio State University)

Amanda T. Shyne

Assistant Professor of Psychology
BA (Stonehill College); MA, PhD (Northeastern University)

Peter Sietins

Assistant Professor of Management
BS (Bridgewater State College); MS (Northeastern University); MBA (Bentley College)

Lidia Silveira*

Professor of Special Education
BS, MEd (Boston State College); MA (Brown University); EdD (Boston University)

Harold Silverman*

Professor of Accounting and Finance
BA (Bates College); J.D., LL.M. (Boston University Law School), CPA

Philip Thomas Silvia, Jr.*

Professor of History
BA (Providence College); MA, PhD (Fordham University)

Aeon Skoble

Associate Professor of Philosophy and Chairperson of the Department of Philosophy
BA (University of Pennsylvania); MA, PhD (Temple University)

* Member of Graduate Faculty

Michael C. Sloan*

Assistant Professor of Aviation Science

BA (Queens College/CUNY); MA (New York University) ATP, CT II

Jadwiga S. Smith*

Professor of English

Bol. (Beirut XLI Lyceum); MA (Jagiellonian University); PhD (Duquesne University)

William S. Smith*

Professor of English and Interim Dean of the School of Graduate Studies

BS, MA (Appalachian State University); PhD (Duquesne University)

Margaret L. Snook

Professor of Foreign Languages

BS (Southern Connecticut State University); MA, PhD (University of Illinois at Urbana-Champaign)

Elizabeth Spievak

Assistant Professor of Psychology

BS (Indiana University); M.BA (Miami University); MA (Wright State University); PhD (University of Louisville)

Beatrice St. Laurent*

Assistant Professor of Art

BA, MA (University of Massachusetts at Amherst); MA, PhD (Harvard University)

Julia Stakhnevich

Assistant Professor of English

MA (Lenin Moscow Teaching Training University); PhD (The University of Mississippi)

Judith McNutt Stanton

Professor of English

BA, MA (University of Maine); PhD (Boston College)

Frank Sterrett*

Professor of Management

BS (Moravian College); MBA (Rensselaer Polytechnic Institute); DBA (Boston University)

Jean Frances Stonehouse*

Professor of History and Chairperson of the Department of History

BA (Bridgewater State College); MA (Boston University)

Nancy Lynch Street*

Professor of Communication

BA (University of North Carolina); MA, PhD (University of Colorado)

Jacek Kazimierz Sulanowski

Professor of Geology and Chairperson of the Department of Earth Sciences

BSc, MSc (Wayne State University); PhD (University of Chicago)

Robert Francis Sutherland*

Professor of Mathematics and Computer Science

AB (Stonehill College); MS (University of Missouri at Kansas City)

Robert Sylvester*

Assistant Professor of Education

BSc (Salem State College); MEd (Bridgewater State College); PhD (University of Bath)

Philip D. Tabakow*

Associate Professor of English

BA, MA (University of Cincinnati); PhD (University of Denver)

Gerald Joseph Thornell*

Professor of Education

BA (Curry College); MS (Central Connecticut College); DEd (Boston College)

Wing-Kai To*

Associate Professor of History

BA, MPhil (Chinese University of Hong Kong); PhD (University of California at Davis)

Susan Ann Todd*

Professor of Psychology

BA, PhD (Vanderbilt University)

Thomas Reed Turner*

Professor of History

AB, AM, PhD (Boston University)

Delija Joana Valiukenas*

Professor of English

BA (Hunter College); PhD (Brown University)

Henry Vandenburg

Associate Professor of Sociology

BA (Sonoma State University); MA (University of California at Irvine); PhD (The University of Texas at Austin)

Kathleen Vejvoda*

Assistant Professor of English

BA (University of Massachusetts at Boston); MA, PhD (The University of Texas at Austin)

Michele Wakin

Assistant Professor of Sociology

BA (Clark University); EdM (University of Boston); MA, PhD (University of California)

Jerald Walker*

Assistant Professor of English

BA, MFA, PhD (The University of Iowa)

Stephen Waratuke

Assistant Professor of Chemical Sciences

BA (University of Pittsburgh); PhD (Purdue University)

Jody Weber

Assistant Professor of Theater Arts

BFA (State University of New York at Purchase); MA (American University); PhD (Boston University)

Jonathan White

Assistant Professor of Sociology

BA (Brandeis University); MA, PhD (Boston College)

* Member of Graduate Faculty

Sarah Wiggins

Assistant Professor of History

BA (Hendrix College); MA, PhD (University of London)

Francis Williams

Instructor of Criminal Justice

BS (Northeastern University); MEd (Cambridge College)

Jeffrey J. Williams*

Professor of Physics and Chairperson of the Department of Physics

BSc (Massachusetts College of Liberal Arts); PhD (Clark University)

Nancy L. Witherell*

Professor of Education and Chairperson of the Department of Elementary and Early Childhood Education

BA (University of Massachusetts Dartmouth); MEd (University of Maryland); EdD (University of Massachusetts at Lowell)

Robert Wolk

Assistant Professor of Management

BA (Long Island University); MBA (Suffolk University)

Catherine Womack

Associate Professor of Philosophy

BA (University of South Carolina); PhD (Massachusetts Institute of Technology)

Richard Wright

Assistant Professor of Criminal Justice

BA (Burlington College); MA, PhD (University of Massachusetts at Boston)

Lynne R. Yeamans

Associate Professor of Education and Chairperson of the Department of Secondary Education and Professional Programs

BS (Bridgewater State College); MSPE (Smith College); EdD (Harvard University)

Steven G. Young

Associate Professor of Music

B.Mus (Barrington College); MMus (New England Conservatory of Music); DMA (Boston University School of Arts)

Raymond John ZuWallack*

Professor of Education

BA (University of Connecticut); MS (Southern Connecticut State College); EdD (Clark University)

* Member of Graduate Faculty

Librarians

Michael Somers

Director of Libraries

BA (Oakland University); MA (Purdue University); MLIS (University of Michigan)

S. Mabell Bates

Associate Librarian

Archives/Special Collections

S.B. (Simmons College); MEd (Bridgewater State College)

Christine Brown

Assistant Librarian

Educational Resources Center

BA (State University of New York at Stony Brook); MEd (Fitchburg State College); MSL.I.S. (Simmons College)

Sheau-Hwang Chang

Senior Librarian

Library Systems

MLS (University of Alabama); MS (Bridgewater State College)

Marcia Dinneen

Assistant Librarian

Reference Department (Coordinator of Reference Services)

BA (Mount Holyoke College); MLS (Columbia University); MA (Boston College); PhD (University of Rhode Island)

Janet Essency

Assistant Librarian

Technical Services

BA (McGill University); MA (The University of Chicago)

Pamela Hayes-Bohanan

Assistant Librarian

Reference Department (Coordinator of Library Instruction)

BA (University of Maryland); MA (Miami University); MLS (University of Arizona)

Dennis Moser

Digital Services Librarian

BA (University of Texas, Austin); MLS (University of Michigan)

Kendra St. Aubin

Associate Librarian

Collection Development and Acquisitions Services

BA (Macalester College); MA (Farleigh Dickinson University); MA (University of Denver)

Cynthia J. W. Svoboda

Associate Librarian

Access Services

BA (Bridgewater State College); MLIS (University of Rhode Island)

Index

A

Academic Calendars.....	4
Academic Advising	13
Academic Achievement Center...	13
Academic Dismissal (Graduate)...	57
Academic Experience	12
Academic Integrity	
Undergraduate	47
Graduate	56
Academic Policies	
Undergraduate	47
Graduate	60
Academic Probation	
Undergraduate	48
Graduate	58
Academic Programs	
Undergraduate	10, 36, 73, 176
Graduate	11, 63, 177
Academic Progress.....	33, 48, 61
Academic Separation	
Undergraduate	48
Graduate	58
Academic Standards	
Undergraduate	48
Graduate	58
Academic Year	4
Accelerated Post Baccalaureate	
Programs (APB)	217
Accounting.....	162
Accounting and Finance,	
Department of.....	162
Accreditation	Inside back cover
Actuarial Science Minor	232
Administrative and Other College	
Offices.....	429
Admissions	
Undergraduate	20
Graduate	65
Admission Decisions	
Undergraduate	23
Graduate	69
Adrian Tinsley Program	16
Advanced Placement Program.....	24
Advanced Standing	24
Affirmative Action Policy	6
Alumni Scholarships	34

American Studies Minor.....	232
Anthropology, Department of	75
APB (Post Baccalaureate	
Program)	217
Application/Fees, Undergraduate	
Program	27
Application, Graduate Program ...	65
Arabic.....	346
Archaeology	75
Air Force ROTC.....	35
Art, Department of.....	78
Arts and Sciences, School of.....	72
Asian Studies Minor.....	262
Assistantships, Graduate	35, 60
Athletic/Recreational Activities ..	19
Attendance Policy.....	52
Audit.....	50, 53
Aviation Management.....	167
Aviation Science	166
Aviation Science, Department of....	166

B

Bachelor's Degree	36, 73
Billing and Fee Payment	27
Biotechnology minor.....	86
Biochemistry Minor	91
Biological Sciences,	
Department of	82
Blackboard.....	15
Board of Trustees	427
Bridge, The	17
Business, School of	160

C

Calendar.....	4
Campus Life	18
Canadian Studies Minor	233
CAPS (College Academic	
Program Sharing)	18
Certificate of Advanced	
Graduate Study (CAGS)	64
CAGS in Education	182
Certificate Programs (Graduate) ..	65
Change of Address (Graduate).....	58
Change of Concentration	52
Change of Grade	
Undergraduate	51
Graduate	58
Change of Major (Undergraduate)...	52

Change of Minor.....	52
Change of Name (Graduate).....	58
Change in Program (Graduate) ...	69
Chemical Sciences,	
Department of.....	89
Chemistry/Geology.....	81, 92, 234
Children's Center.....	19
Children's Physical Developmental	
Clinic.....	17
Chinese	347
Civic Education/Community	
Leadership Minor.....	234
Classification Designation	52
CLEP (College Level Examination	
Program)	24
Commencement Ceremony.....	48
Commonwealth Honors	16, 44
Commonwealth Transfer	
Compact.....	22
Communication Lab.....	13
Communication Disorders	227
Communication Studies,	
Department of	92
Community Service.....	17
Compliance Policies, College	6
Comprehensive Examination	58
Computer Science	122
Computer Notebook Program.....	14
Concentration	37
Conduct	47
Confidentiality of Student Records...	6
Consortia (see Cross-Registration)	
Contents, Table of	2
Continuation or Disruption of	
Course Registration	58
Continuing Education	67
Core Curriculum Requirements	39
Core Curriculum Course	
Notations	244
Counselor Education,	
Department of.....	183
Course Audit	50, 53
Course Charges	
Daytime	27
Evening	27
In-state	29
Out of State.....	29
Course Drop/Add	53, 58

Course Descriptions	243	Disability Resources	14	Forensic Psychology Minor.....	236
Course Loads		Dismissal, Academic		Former Course Number	
Undergraduate	53, 59	Undergraduate	48	Notation	243
Graduate	59	Graduate	57	French	347
Course Numbering System.....	243	Dismissal Policies	48	Freshman Admissions	20
Course Numbering, Former	243	Doctor of Education	66, 72, 163	Freshman Admissions Review	21
Course Subject Code Key.....	244	Double Major	37		
Course Withdrawal	55, 63	Drop/Add Courses	53, 58		
Credit by Examination.....	53	Drug Free Schools and Communi- ties Act Amendments of 1989	7		
Credit, Undergraduate and				G	
Graduate	60			General Management	
Credit, Transfer of				Concentration	170
Undergraduate	54	E		Geography, Department of.....	110
Graduate	62	Early Childhood Education	194	Geology.....	100
Criminal Justice, Department of.....	94	Early Action Program	23	Geophysics Minor.....	101
Cross-listed Courses.....	243	Earth Sciences, Department of...	98	German	348
Cross-Registration Programs.....	18	Economics, Department of.....	169	Global Management	
Cultural Organizations.....	19	Education and Allied Studies, School of.....	175	Concentration	171
Cumulative Average (see GPA)		Educational Leadership	219	GPA (Grade Point Average).....	51
		Educational Personnel, Programs for	64	Grading System	
D		Educator Licensure		Undergraduate	50
Dance Minor.....	160, 236	Programs	64, 177	Graduate	59
Dean's List	51	Educator Licensure Tests	68, 181	Graduate Admissions	65
Decision/Notification Dates	23	Pass Rates	9	Graduate Advisers and Program	
Declaration of Concentration.....	52	Elementary and Early Childhood		Planning (GRPP 501).....	69
Declaration of Major	52	Education, Department of.....	192	Graduate Assistantships.....	35, 60
Declaration of Minor	52	Employment Opportunities	34	Graduate Policies and	
Degree Application		Energy and Environmental		Procedures	56
Undergraduate	48	Resources Management	171	Graduate Programs	11, 63
Graduate	60	Engineering (see Pre-Engineering)		Graduate Program Planning	69
Degree Requirements		English as Second Language.....	327	Graduate Program Requirements	70
Bachelor of Arts.....	49	English, Department of.....	102	Graduate Record Examination....	68
Bachelor of Science	49	Enrichment Program	13	Graduate Studies, School of.....	56
Bachelor of Science in Education	49	Enrollment Policies.....	52	Graduate Tuition and Fees.....	29
Master of Arts.....	70	Events/Special Programs	18	Graduation Application,	
Master of Arts in Teaching.....	70	Environmental Biology Minor ...	86	Undergraduate	48
Master of Education	70	Environmental Geosciences	100	Graduate	60
Master of Public		Evening Course Charges.....	27	Graduation Rates.....	8
Administration.....	70	Exchange/International Programs	17	Graduation Requirements,	
Master of Science	70			Undergraduate	49
Master of Science in				Graduate	60
Management	70			Graduation with Honors.....	50
Master of Social Work	71	F		Grants.....	16
CAGS.....	71	Faculty	12, 432		
Departmental Honors	14, 16, 46	Family Educational Rights and		H	
Departmental Resources.....	14	Privacy Act of 1974 (FERPA)....	6	Haughey Academic Advising	
Dining Charges	28	Fees	27	Program	13
Directed Study		Field Experience.....	43	Hazing.....	7
Undergraduate	43	Finance.....	163	Health Education.....	202
Graduate (see Independent Study)		Financial Aid.....	33	Health Promotion Minor.....	207
Directory, Administrative and		Flight Training	166	Health Resources Management	
Other Offices.....	429	Foreign Languages, Department of	107	Minor	160, 237

High School Record.....	20
History, Department of.....	113
History, of the College.....	5
Honors Center.....	46
Honors, Graduation.....	50
Honors Program.....	15, 44
Honor Societies.....	46

I

Inappropriate Behavior.....	7
Incomplete	
Undergraduate.....	51
Graduate.....	61
Independent Study	
Undergraduate.....	43
Graduate.....	61
InfoBear.....	15
Information Systems	
Management.....	171
Instructional Technology	
Graduate Program.....	222
Insurance.....	28
Intercollegiate Athletics Eligibility.....	53
Interdisciplinary Programs.....	44, 232
International Admissions.....	24
International Affairs.....	138
International Programs.....	17
International Students.....	17, 69
International Study Tours.....	18
Internships.....	17, 43, 47
Introductory College Skills	
Courses.....	13
Irish American Studies Minor.....	237
Italian.....	349

J

Japanese.....	349
Jeanne Clery Act.....	6
Joint Admissions.....	22

L

Latin American and Caribbean	
Studies Minor.....	238
Law (see Pre-Law).....	239
LEAD.....	219
Learning Resources.....	12
Learning Beyond the Classroom.....	15
Leave of Absence.....	54
Legal Studies.....	139
Library, Clement C. Maxwell.....	12
Library Media Studies Graduate	
Program.....	222

Librarians.....	443
Licensure of Educational	
Personnel.....	64, 177

M

Make-up Tests/Exams.....	54
Management, Department of.....	170
Major.....	36, 74, 157
Major Programs	
Undergraduate.....	10, 36, 73, 176
Graduate.....	11, 63, 177
Map.....	448
Marketing.....	172
Mass. Clean Indoor Act.....	7
Mass. Tests for Educator Licensure	
(MTEL™).....	9, 68, 181
Master's Degree	
Programs.....	11, 63, 177
Mathematics and Computer Science,	
Department of.....	121
Mathematics Services.....	14
Meeting Times.....	243
Media.....	360
Mid-semester Warnings.....	51
Middle School.....	215
Minors.....	38, 74
Moakley Center.....	15
Movement Arts, Health Promotion,	
and Leisure Studies,	
Department of.....	201
Music, Department of.....	126

N

New England Regional Student	
Program.....	24
Nondiscrimination	
Policy.....	6
Notebook Computer Program.....	15

O

Oceanography.....	238
Officers of the College.....	428
Orientation for New Students.....	18

P

Philosophy, Department of.....	131
Physical Education	
(See Movement Arts, Health Pro-	
motion and Leisure Studies)	
Physics, Department of.....	133
Plagiarism.....	47, 56
Political Science, Department of.....	137

Portuguese.....	351
Post Baccalaureate Licensure	
Programs.....	65, 177
Post Master's Programs.....	67, 177
Practicum.....	43
Practicum, Student Teaching.....	180
Pre-Dental.....	239
Pre-Engineering.....	239
Pre-Law.....	239
Pre-Medical.....	239
Preprofessional Programs.....	232
Prerequisites.....	54, 61, 237
Prerequisite Notation.....	243
Pre-Veterinary.....	239
Probation, Academic.....	48, 58
Professional Education	
Programs.....	178
Psychology, Department of.....	142
Public Administration.....	139
Public Archeology.....	75
Public Relations Minor.....	239
Public History Minor.....	239

R

Reading Program.....	199
Readmission.....	23, 58
Reinstatement.....	23
Recreation Programs.....	19
Refund Policy.....	31
Registered Nurses.....	24
Registration	
Undergraduate.....	52, 54
Graduate.....	59
Religious Life.....	19
Repeat Courses.....	51
Residence Halls Charges.....	28
Residence Network.....	15
Return of Financial Aid Policy.....	32
ROTC Programs.....	35
Russian.....	352
Russian and East European	
Studies Minor.....	240

S

SACHEM.....	18
Satisfactory Progress (see also	
Academic Standing).....	33, 61
Scholarships.....	46
School Administration	
(see Educational Leadership).....	219
School of Arts and Sciences.....	72
School of Business.....	160

School of Education and Allied Studies	175
School of Graduate Studies	56
Second Degree Program	25, 49
Secondary Education and Professional Programs, Department of	214
Secondary Education Minor	215
Senior Citizens	28
Semester Notations	243
Service Learning	17
Services to Students	19
Social and Cultural Events	19
Social Work, Department of	147
Sociology, Department of	152
Spanish	107, 353
Special Education and Communication Disorders, Department of	224
Standardized Test Scores	20
Statute of Limitations (Graduate)	61
Student Employment	34
Student Government (SGA) Fee	28
Student Responsibility	Inside front cover

Student Right to Know	8
Student Teaching (see Practicum, Student Teaching)	
Study Abroad	17
Study Tours	18
Studying and Research Services	14

T

Teacher Licensure	68, 181
Teacher Preparation Program	8, 159
Technological Resources	14
Technology Center	15
"The Bridge"	17
Theater and Dance, Department of	156
Thesis	61
Transfer of Credit after Admission Undergraduate	54, 173
Graduate	62
Transfer Admissions	21, 62
Transfer Students	21, 62
Transportation Concentration	172
Trustees, Board of	427
Tuition and Fees	27
Tuition and Fees Summary	29
Tuition Management Plan	31

U

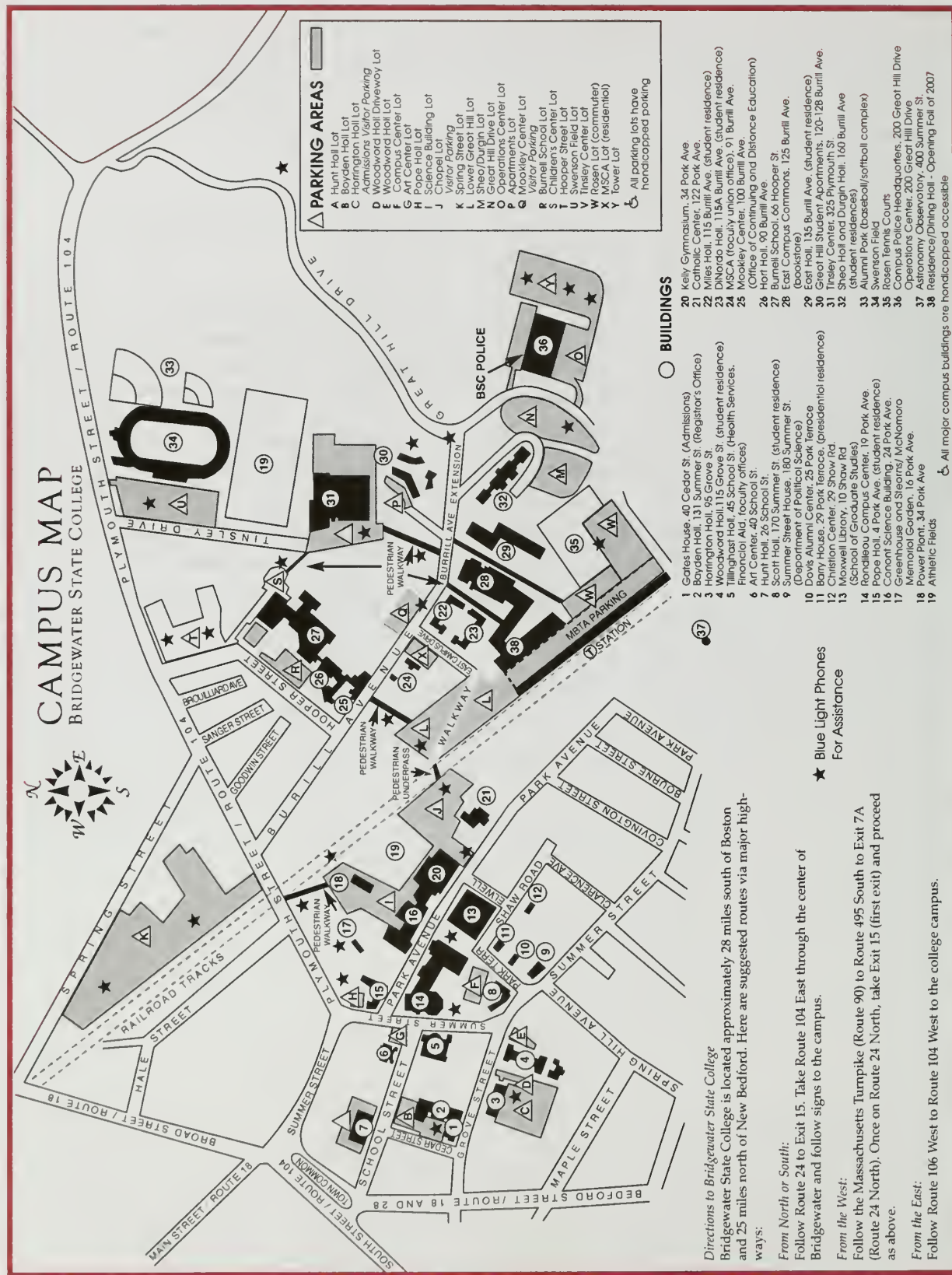
Undergraduate Academic Experience	12
Undergraduate Academic Policies	47
Undergraduate Programs	10, 36, 73, 176
Urban Affairs Minor	240

V

Veteran's Affairs	35
Voter Registration Act	8

W

Warning Notices	51
Wireless Network	15
Web Addenda	Inside Front Cover
Web-based Courses	15
Withdrawal from the College Undergraduate	55
Graduate	63
Withdrawal from Courses	55, 63
Women's and Gender Studies Minor	241
Work Study Program	34
Writing Studio	14



BRIDGEWATER STATE COLLEGE

UNDERGRADUATE/GRADUATE CATALOG

2006-2007

ACCREDITATIONS AND CERTIFICATIONS

New England Association of Schools and Colleges, Inc.

Bridgewater State College is accredited by the New England Association of Schools and Colleges, Inc., through its Commission on Institutions of Higher Education.

Accreditation of an institution of higher education by the New England Association indicates that it meets or exceeds criteria for the assessment of institutional quality periodically applied through a peer review process. An accredited college or university is one which has available the necessary resources to achieve its stated purposes through appropriate educational programs, is substantially doing so, and gives reasonable evidence that it will continue to do so in the foreseeable future. Institutional integrity is also addressed through accreditation.

Accreditation by the New England Association is not partial but applies to the institution as a whole. As such, it is not a guarantee of every course or program offered, or the competence of individual graduates. Rather it provides reasonable assurance about the quality of opportunities available to students who attend the institution.

Inquiries regarding the accreditation status by the New England Association should be directed to the administrative staff of the institution. Individuals may also contact:

Commission on Institutions of Higher Education
New England Association of Schools and Colleges
209 Burlington Road
Bedford, MA 01730-1433
617.271.0022
E-mail: cihe@neasc.org

OTHER ACCREDITATIONS AND CERTIFICATIONS

American Chemical Society
Commission on Accreditation of Athletic Training Education
Council on Social Work Education
Federal Aviation Administration
International Assembly for Collegiate Business Education
Interstate Certification Compact
National Council for the Accreditation of Teacher Education

PPSRT BPM
U.S. POSTAGE
PAID
Bridgewater, MA
PERMIT NO. 9

131 Summer Street
Bridgewater State College
Bridgewater, MA 02325



Expect More. Achieve More.

BRIDGEWATER STATE COLLEGE

